



MINISTERIAL COUNCIL ON EDUCATION,  
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

*This is a joint initiative of the Federal, State and Territory Governments.*

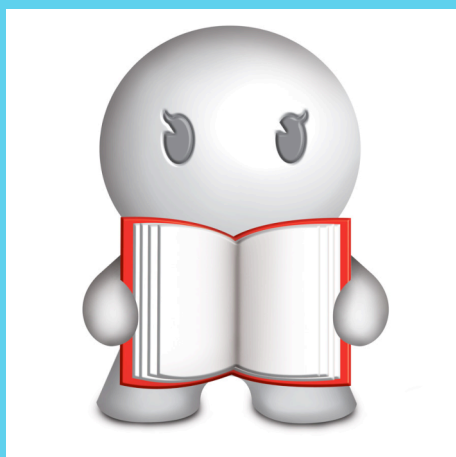


Australian Government

Department of Education, Employment  
and Workplace Relations

# blueprint

AUSTRALIAN BLUEPRINT  
FOR CAREER DEVELOPMENT



## DISCLAIMER

The Commonwealth of Australia (the Commonwealth) makes no representations as to the content or suitability of the information contained in the Australian Blueprint for Career Development (the Blueprint) for any purpose.

Precautions have been taken to ensure that the information and resources in the Blueprint OR on this site [delete as appropriate] is accurate. Links to other web sites are inserted for the user's convenience and do not constitute endorsement of any material at those sites, or any associated organisation, product or service.

In some cases the material may incorporate or summarise views, standards or recommendations of third parties. Such material is assembled in good faith, but does not necessarily reflect the considered views of the Commonwealth, or indicate a commitment to a particular course of action.

The Commonwealth does not endorse views, standards or recommendations contained in subsequent adaptations to the Blueprint as adapted or modified by any third parties that occur after the date of publication.

This web site is not a substitute for independent professional advice and users should obtain any appropriate professional advice relevant to their particular circumstances.

## LIMITATION OF LIABILITY

The Commonwealth and Miles Morgan accept no liability arising from use or reliance by any person on the material contained in the *Australian Blueprint for Career Development*, the Creative Commons license, any linked websites or in any subsequent adaptations to the *Blueprint* adapted or modified by third parties.

The Commonwealth recommends users exercise their own skill and care and carefully evaluate the accuracy, completeness, relevance and effect of both the licence and *Australian Blueprint for Career Development*, and where necessary obtain independent professional advice appropriate to their own particular circumstances.

## COPYRIGHT NOTICE

© Commonwealth of Australia 2009

This work is copyright. This information has been published with the intent that it be readily available for use. It may be reproduced in part or in whole and by any means, under the conditions of a Creative Commons Attribution Share-Alike 2.5 Australia Licence, without charge or further permission from the Commonwealth. Apart from any use as permitted under the Copyright Act 1968, all other rights are reserved. Requests and inquiries concerning other reproduction and rights of this information should be addressed to the Director, Career Development Section, Department of Education Employment and Workplace Relations, PO Box 9880, Canberra ACT 2601.

For more information about the Creative Commons Attribution Share-Alike 2.5 Australia Licence visit <http://creativecommons.org/licenses/by-sa/2.5/au/>.



## CITATION

The correct citation for this document is:

MCEETYA, 2009 *The Australian Blueprint for Career Development*, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Accessed (insert date accessed) [Online] Available at: <http://www.blueprint.edu.au>.

## ATTRIBUTION

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) wishes to thank Miles Morgan for their contribution to the development, trialling and refinement of the *Australian Blueprint for Career Development*.

It is a requirement of usage under the Creative Commons Attribution Share-Alike 2.5 Australia Licence that you:

Attribute authorship of the *Blueprint* to Miles Morgan.

and

Attribute ownership of the Copyright, and all rights associated with the *Blueprint* to the Commonwealth of Australia.

## ACKNOWLEDGEMENTS

The *Australian Blueprint for Career Development* is the product of an international partnership between a coalition of Canadian agencies lead by the National Life/Work Centre (NLWC), the Canadian Career Information Partnership (CCIP), Human Resources Development Canada (HRDC) and the National Occupational Information Coordinating Committee (NOICC) in the United States.

Through their willingness to extend this international partnership to include Australia, 15 years' work in Canada and the USA was built upon in the initial development of the Australian prototype, when Miles Morgan was commissioned by the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) to develop the *Australian Blueprint for Career Development* in 2003.

Career associations, career practitioners, leading academics, Commonwealth, state and territory agency personnel and others with an interest in developing a stronger career development culture in Australia willingly offered their ideas and rallied their networks to support the development and early use of the prototype version of the *Blueprint*.

In 2005, twenty six public and private sector organisations, including schools, universities, training organisations and companies throughout Australia, many of them with multiple partners, tested the *Blueprint's* utility for creating effective career and transition programs and products for both young people and adults. Their dedicated exploration of the usefulness of the *Blueprint* for the research purposes of the trial was greatly appreciated.

In 2008, MCEETYA commissioned the refinement and roll out of the *Blueprint*. Informed by the experiences and advice of trial participants and those who had used the prototype over the preceding five years, Miles Morgan refined the *Blueprint* and its appendices, developed a professional development kit, compiled adjunct resources and designed a website that houses these materials at: [www.blueprint.edu.au](http://www.blueprint.edu.au)

The Department of Education, Employment and Workplace Relations has managed all stages of the *Blueprint's* evolution over the last five years. They have been assisted in this task by several advisory committees, whose members have been drawn from a wide range of public and private sector organisations in all states and territories. Thanks are extended to all those who have contributed to the ongoing development of a truly *Australian Blueprint for Career Development*.

Miles Morgan Australia



# TABLE OF CONTENTS

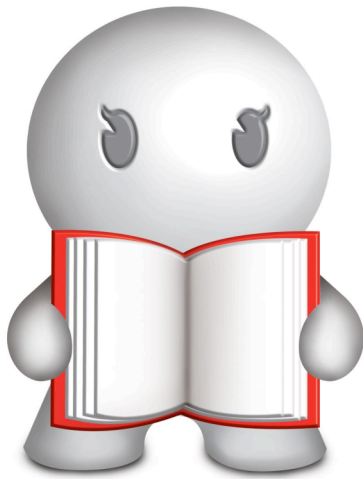
ACKNOWLEDGEMENTS .....	3
TABLE OF CONTENTS.....	5
CHAPTER ONE.....	7
<b>Introduction .....</b>	<b>7</b>
CHAPTER TWO .....	13
<b>The Elements of the Blueprint Framework.....</b>	<b>13</b>
CHAPTER THREE.....	31
<b>The Matrices of the Blueprint.....</b>	<b>31</b>
CHAPTER FOUR.....	57
<b>Using the Blueprint .....</b>	<b>57</b>
A GLOSSARY OF TERMS .....	77
REFERENCES.....	83





## CHAPTER ONE

# Introduction



This chapter:

- Outlines changes to life, learning and work that are influencing the capabilities that people need to thrive in their communities, at home and at work, and
- Introduces the *Australian Blueprint for Career Development* to all those who are in a position to support the careers of people from kindergarten through to adulthood.

# The Changing Nature of Life, Learning and Work

Over the last decade it has become evident that the way we live and work has been dramatically altered by factors such as globalisation, the rapid increases in information and communications technology and significant demographic shifts.

- The concept of a 'job for life' no longer exists. Most individuals will change jobs numerous times throughout their working lives.
- There has been a trend away from permanent employment to more varied working arrangements such as contract and project work.
- Gone are the days where a person could gain a single qualification which would sustain them throughout their entire working lives.
- In addition to job-related skills, individuals now need skills such as communication, problem solving, teamwork and personal attributes such as adaptability, resilience, enthusiasm and openness to new ideas.

In an environment where individuals are likely to transition between a variety of life, learning and work roles, they need to be empowered to design and manage their careers. In the face of increasing choices and challenges, some people lose their way or give up. Those that flourish are self-managing individuals who know their strengths and their limitations, have the confidence to follow their dreams and are willing to seek help from and to support the career journeys of others (Adapted from the 'High-Five of Career Development' Redekopp, Dave E – and Others, 1995).

Many people don't know how to manage their careers, because no one has ever assisted them to. It is probably fair to say that until quite recently few young adults in Australia had access to a program of learning explicitly designed to facilitate the development of their careers. Those that were fortunate enough to receive some guidance would probably have found that the focus was on their initial transition from school, rather than preparing them for a world of work characterised by increasing and pervasive change (OECD, 2002).

Most older adults entered a labour market at a time when:

- Jobs were plentiful
- Decisions about work were made with scant reference to other areas of one's life
- Full-time employment was the norm
- A job-for-life was the expectation (of males at least), and
- Working to achieve personal satisfaction was not an obvious priority.

Times have clearly changed. Now, both the individual and the labour market are subject to constant variation and, for many people, transitioning from one situation to another is a recurring motif. The old three-stage pattern of preparing for work; working; and then retiring is fast disappearing, yet many current workers have not had the opportunity to develop the career management competencies that they require to cope with, let alone thrive in, such an environment.

Just as schools are developing or redesigning career development programs, so too are organisations that deal with adults in transition. Public and private sector organisations, confronted with a workforce comprising large numbers of soon-to-retire baby boomers, and a proportionately smaller youth cohort, are beginning to recognise the value of equipping people to adapt to these changeable and challenging times. It is within this context that career development practitioners, educators, researchers, industry and governments have collaborated to design the *Australian Blueprint for Career Development*..



# What Does Career Development Mean?

People's careers often develop in quite unintentional ways. However, when career development programs and interventions are planned, their purpose is to assist people "gain the knowledge, skills, attitudes and behaviours to manage, their life learning and work in self-directed ways" (Canadian Career Development Foundation 2002).

This is not a simple process. The career development of individuals is both complex and unique with each individual bringing a unique set of skills, values, interests and experiences to the process of designing and managing their career. People's life, learning and work opportunities are influenced by personal characteristics such as their age, gender, ability/disability, and sexual preference. Their opportunities are also affected by family, community and cultural values, geographic, economic and political circumstances, as well as random and unpredictable events.

Career development, therefore, is the term that best describes this complex process of managing life, learning and work over the lifespan.

## What is the Australian Blueprint for Career Development?

The *Australian Blueprint for Career Development* is a framework that can be used to design, implement and evaluate career development programs for young people and adults. At its core, the *Blueprint* identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers.

These career management skills will help young people to transition successfully to post secondary training or a job after high school. They will encourage students to value learning by linking it to their hopes and dreams for the future. These skills will also help adults to transition successfully between learning and work roles that support their family and community responsibilities.

The primary aim of the *Blueprint* is to enable teachers, parents, career development practitioners, employment service providers, employers or others who are in a position to support people's careers and transitions, to work with a nationally consistent set of career management competencies which will help all Australians to better manage their lives, learning and work.

"The goal of career development work is to assist individuals develop the skills and knowledge to effectively manage their careers"  
(McMahon and Tatham, 2008, p.11).

# Why Was It Developed?

The development of a framework for career development in Australia was first commissioned by the Transition from School Taskforce of the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) in 2002. The need for a unifying national framework had been identified by the Prime Minister's Youth Action Plan Taskforce in its report *Footprints to the Future* (2001). At a time when governments were keen to ensure that all young people made successful initial transitions from learning to productive and satisfying work, the Taskforce found that career and transition services were inconsistent in quality and availability around Australia.

The need for a national framework was also raised by a large number of respondents to the Office of Economic Cooperation and Development (OECD) review on career development services and information, who urged for improved co-ordination and integration of services across jurisdictions and between States, Territories and the Commonwealth. In response, the OECD, in its country note to Australia, recommended that Australia should pursue its intention to develop a unifying career development framework based on the Canadian *Blueprint for Life/Work Designs*.

# Who Will Find The Blueprint Useful?

The *Blueprint* can be used by anyone responsible for designing, implementing or reviewing programs or products that facilitate the career development of individuals. It is especially designed for use in organisations or systems where all sorts of learning and development occur. This is where the *Blueprint* has most to offer. Its processes can help to identify all of the activities that are already facilitating the career development of individuals, and those that may be missing.

Since the release of the prototype in 2003, the *Blueprint* has been used in primary schools, high schools and post-secondary education institutions including TAFE and other training organisations, and Universities. The *Blueprint* also supports the career development activities of the Career Advice Australia network, employment service providers, disability service providers and public and private sector business organisations.

Supporting the career development of individuals is a responsibility that is shared variously between individuals, schools parents, employers and other education and training providers. TAFE and other training organisations, community learning organisations, universities and state/territory central agencies. The *Blueprint* facilitates the sharing of this responsibility by providing a common language with which to describe the outcomes of career development initiatives, at all developmental stages. This common language assists providers to facilitate the transition of students moving from one education and training provider to another. It also helps to reduce gaps, overlap and duplication in service provision and assists students to maximise their career learning.

The table below shows typical users and uses for the *Blueprint*.

**Table 1: Users and Uses of the Blueprint**

Typical Users	Possible Uses
Career Development Practitioners Adult Educators VET Lecturers University Lecturers Teachers	Developing, implementing, evaluating and marketing career development programs or learning activities.  Redesigning and enhancing existing programs.
Resource Developers /Publishers	Designing products, programs and services to address specific career management competencies.  Specifying the career management competencies covered by career information resources to those who make purchasing decisions.
Purchasers and Users of Career Development Resources	Identifying and selecting resources that align with high priority career management competencies identified through needs assessments.
Employment Service Providers such as Job Network and Disability Service Providers	Expanding employment services by designing products, programs and services to facilitate the development of enduring career management competencies.
Education and Training Administrators  Curriculum Developers  Researchers and Evaluators	Reviewing their curriculum and existing lessons for career development learning opportunities.  Designing comprehensive, sequenced career development learning opportunities.  Designing Learning Plans and Portfolios for learners.  Designing staff development workshops on improving young people's careers and transitions.
Human Resource Professionals Staff Development Officers Life Skills Coaches Outplacement Consultants Recruitment Officers	Designing products, programs and services to facilitate the development of career management competencies for adults in a range of organisational settings.
Parents, guardians, spouses, or family members	Using the framework to better understand how to help young people to develop their careers from an early age.





## CHAPTER TWO

# The Elements of the Blueprint Framework

This chapter explains how the elements of the *Blueprint* fit together. It contains a description of :

- The eleven career management competencies
- The eleven career management competencies expressed at four phases of development
- The indicators that suggest competence
- The four-stage learning taxonomy that frames the performance indicators, and
- The nature of local standards and how to construct them.

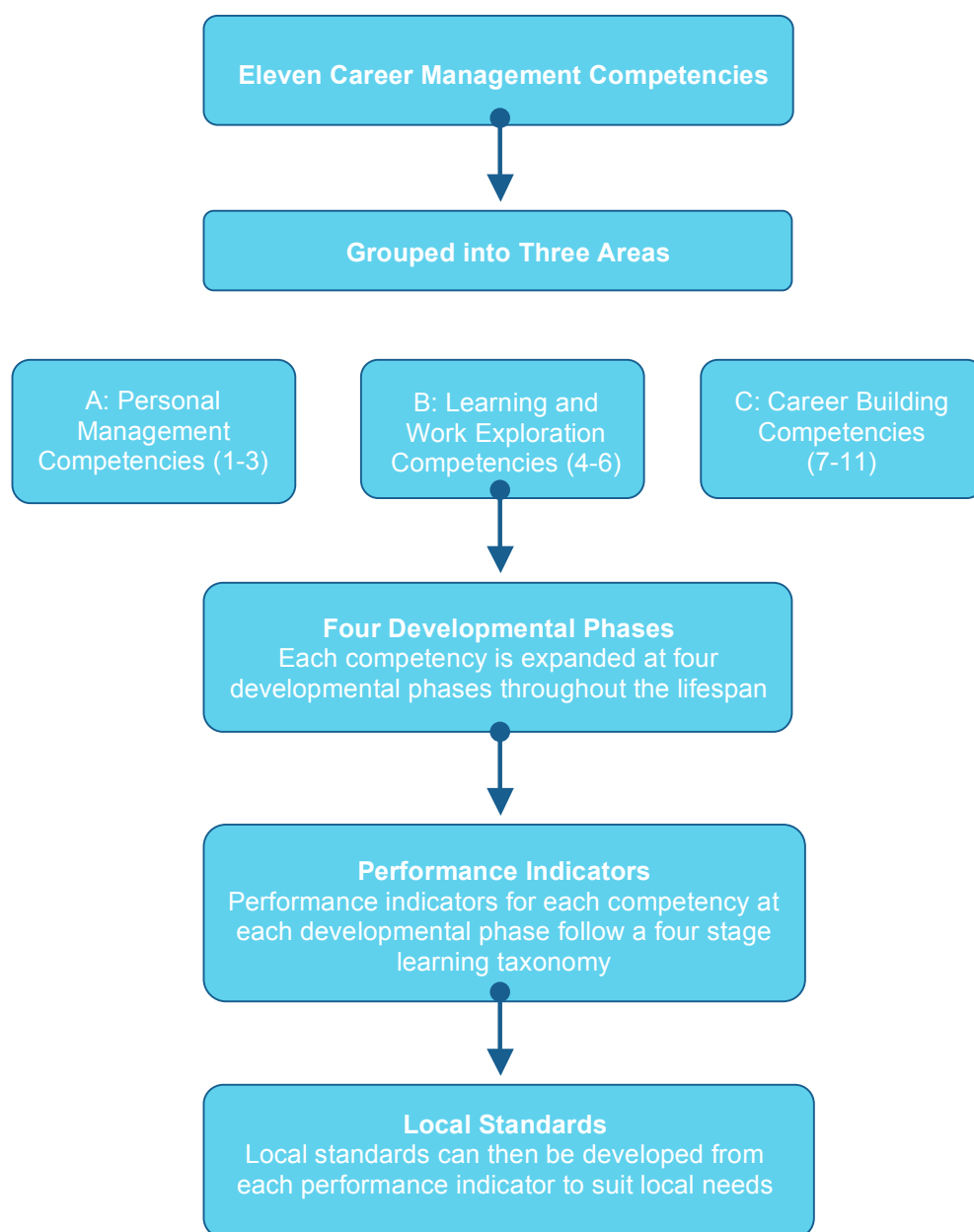
# Introduction

Career development by its very nature is a unique, fluid, creative and individual process. Different people require different types of assistance at different times in their lives. The *Blueprint* is intended, therefore, to be used in flexible ways.

In order to utilise this flexibility, however, it is important to understand each of the elements of the framework and how they fit together to provide a comprehensive and integrated framework for assisting people to actively manage their careers as they transition between the learning, work, family and community spheres of their lives.

The diagram that follows illustrates how the elements of the *Blueprint* fit together.

## The Elements of the Blueprint Framework



# The Career Management Competencies

The *Blueprint* identifies eleven career management competencies which are grouped into three areas. The eleven competencies are:

## AREA A: PERSONAL MANAGEMENT

1. Build and maintain a positive self concept
2. Interact positively and effectively with others
3. Change and grow throughout life

## AREA B: LEARNING AND WORK EXPLORATION

4. Participate in lifelong learning supportive of career goals
5. Locate and effectively use career information
6. Understand the relationship between work, society and the economy

## AREA C: CAREER BUILDING

7. Secure/create and maintain work
8. Make career enhancing decisions
9. Maintain balanced life and work roles
10. Understand the changing nature of life and work roles
11. Understand, engage in and manage the career building process

“Individuals are expected to manage their own careers

Career management requires a set of non-occupational attitudes, skills and knowledge

Individuals may be assisted to develop the skills, knowledge and competencies necessary to successfully manage their careers” (McMahon and Tatham, 2008, p.10).

# An Overview of Each Competency

The following section identifies each of the eleven career management competencies by learning area, and provides a brief description of the nature of each competency. This overview not only provides a quick guide for career and transition service providers, it is also a useful tool for portraying the competencies simply to your organisational colleagues, to learners, and to the parents of younger learners.

## Area A: Personal Management

### Competency 1: Build and maintain a positive self concept

*This career management competency is mainly about:*

- Knowing who we are (in terms of interests, skills, personal qualities, etc.)
- Being aware of our behaviours and attitudes
- Understanding what influences our behaviours and attitudes
- Adopting behaviours that reflect a positive attitude about ourselves
- Understanding how our self concept has an impact on achieving our personal, social, educational and professional goals and decisions
- Understanding the importance of and being able to give and receive feedback

### Competency 2: Interact positively and effectively with others

*This career management competency is mainly about:*

- Understanding and demonstrating interpersonal and group communication skills that enable us to help or collaborate with others
- Knowing how to deal with peer pressure, and understanding how our behaviours and those of others are inter-related
- Respecting diversity
- Being honest with others
- Understanding the importance of positive relationships in our personal and professional lives
- being able to express personal feelings, reactions and ideas in an appropriate manner
- Knowing how to solve interpersonal problems



**Area A: Personal Management (continued)****Competency 3: Change and grow throughout life**

*This career management competency is mainly about:*

- Understanding that our motivations and aspirations change, and that we all go through physical and psychological changes
- Being aware of how change and growth might impact upon our mental and physical health demonstrating good health habits
- Knowing how to manage stress
- Being able to express our feelings
- Being able to ask for help
- Being aware of how mental and physical health impact life, learning and work decisions
- Being aware of how changes related to work can impact on our lives and may require commensurate life changes
- Knowing how to adapt to changes in all areas of our lives

**Area B: Learning and Work Exploration****Competency 4: Participate in lifelong learning supportive of career goals**

*This career management competency is mainly about:*

- Understanding how skills can be transferable
- Knowing what influences life and work successes
- Understanding how to improve our strengths, skills and knowledge
- Knowing about learning opportunities
- Understanding the relationship between educational levels and the learning or work options that are open to us
- Demonstrating behaviours and attitudes that contribute to achieving our personal and professional goals
- Having personal and professional learning plans
- Undertaking continuous learning activities

**Competency 5: Locate and effectively use career information**

*This career management competency is mainly about:*

- Knowing where and how to access reliable career information
- Knowing how to use various sources of career information
- Knowing how to use school and community settings and resources to learn about work roles and alternatives
- Knowing how to interpret and use labour market information
- Knowing what working conditions we want for ourselves
- Understanding the realities and requirements of various education, training and work settings

## Area B: Learning and Work Exploration (*continued*)

### Competency 6: Understand the relationship between work, society and the economy

*This career management competency is mainly about:*

- Understanding how work can satisfy our needs
- Understanding how work contributes to our community and society in general
- Understanding how society's needs and functions affect the supply of goods and services
- Understanding how economic and social trends affect our work and learning opportunities
- Understanding the effect of work on people's lifestyles
- Determining the value/importance of work for ourselves
- Understanding how organisations operate
- Understanding the nature of the global economy and its impact on individuals and society

## Area C: Career Building

### Competency 7: Secure/create and maintain work

*This career management competency is mainly about:*

- Understanding the importance of personal qualities in creating/getting/keeping work
- Demonstrating creative ways of performing work activities
- Articulating one's skills to others
- Understanding that skills and experiences are transferable to various work settings
- Being able to work/collaborate with people who are different from ourselves
- Developing work search tools and skills
- Knowing how to locate, interpret and use labour market information
- Demonstrating employability skills
- Knowing about services or initiatives that support people's transition from high school to work or further education and training
- Understanding the value of volunteer work from a work search perspective

### Competency 8: Make career enhancing decisions

*This career management competency is mainly about:*

- Understanding how choices are made
- Understanding how our personal beliefs and attitudes affect our decisions
- Being aware of what might interfere with attaining our goals and developing strategies to overcome these
- Knowing how to apply problem-solving strategies
- Being able to explore alternatives in decision-making situations
- Understanding that our career path reflects a series of choices
- Demonstrating the skills, knowledge and attitudes required to assess work and learning opportunities
- Being able to develop a range of creative scenarios supportive of our preferred future
- Being able to evaluate the impact of our decisions on ourselves and others

**Area C: Career Building (continued)****Competency 9: Maintain balanced life and work roles**

*This career management competency is mainly about:*

- Being aware of the various roles we may have
- Being aware of the responsibilities linked to each of our roles
- Understanding how these different roles require varying amounts of energy, participation, motivation, and so on
- Understanding how our various life and work roles impact upon our preferred future or lifestyle
- Determining the value of work, family and leisure activities for ourselves
- Being able to determine the kind of work, family and leisure activities we feel might contribute to a balanced life

**Competency 10: Understand the changing nature of life and work roles**

*This career management competency is mainly about:*

- Understanding the changing life roles of men and women in work and family settings
- Understanding how contributions, both inside and outside the home, are important to family and society
- Exploring non-traditional life and work scenarios and examining the possibility of considering such scenarios for ourselves
- Being aware of stereotypes, biases and discriminatory behaviours that limit women and men in certain work roles
- Demonstrating attitudes, behaviours and skills that help to eliminate gender bias and stereotyping

**Competency 11: Understand, engage in and manage the career building process**

*This career management competency is mainly about:*

- Being able to define our preferred future and revisit it on a constant basis
- Being able to build career scenarios in step with our preferred future
- Understanding the importance of setting goals
- Being able to set career goals reflective of our preferred future
- Being able to develop career plans in step with our preferred future and to pursue them
- Being able to create and maintain a career portfolio
- Understanding how risk taking and positive attitudes are important to our career building process
- Knowing how to plan for and apply coping strategies or new career scenarios during transitional periods (e.g., starting a family, retirement, or losing a job)

# The Competencies Across Four Developmental Phases

In recognition of the developmental nature of the way we learn to manage life, learning and work, each of the competencies is expressed over four developmental phases. The chart below shows what each of the eleven core *Blueprint* career management competencies looks like at each phase of career development or growth. The developmental phase of each learner will depend upon their family and community circumstances and the sort of opportunities and experiences they have had to develop their career management skills in the past.

## AREA A: PERSONAL MANAGEMENT

COMPETENCY 1	1. Build and maintain a positive self concept
PHASE I	1.1 Build a positive self concept while discovering its influence on yourself and others
PHASE II	1.2 Build a positive self concept and understand its influence on life, learning and work
PHASE III	1.3 Develop abilities to maintain a positive self concept
PHASE IV	1.4 Improve abilities to maintain a positive self concept

COMPETENCY 2	2. Interact positively and effectively with others
PHASE I	2.1 Develop abilities for building positive relationships in life
PHASE II	2.2 Develop additional abilities for building positive relationships in life
PHASE III	2.3 Develop abilities for building positive relationships in life and work
PHASE IV	2.4 Improve abilities for building positive relationships in life and work

COMPETENCY 3	3. Change and grow throughout life
PHASE I	3.1 Discover that change and growth are part of life
PHASE II	3.2 Learn to respond to change and growth
PHASE III	3.3 Learn to respond to change that affects your well-being
PHASE IV	3.4 Develop strategies for responding positively to life and work changes

## AREA B: LEARNING AND WORK EXPLORATION

COMPETENCY 4	4. Participate in lifelong learning supportive of career goals
PHASE I	4.1 Discover lifelong learning and its contribution to life and work
PHASE II	4.2 Link lifelong learning to personal career aspirations
PHASE III	4.3 Link lifelong learning to the career building process
PHASE IV	4.4 Participate in continuous learning supportive of career goals

COMPETENCY 5	5. Locate and effectively use career information
PHASE I	5.1 Understand the nature of career information
PHASE II	5.2 Locate and use career information.
PHASE III	5.3 Locate and evaluate a range of career information sources
PHASE IV	5.4 Use career information effectively in the management of your career

COMPETENCY 6	6. Understand the relationship between work, society and the economy
PHASE I	6.1 Discover how work contributes to individuals' lives
PHASE II	6.2 Understand how work contributes to the community
PHASE III	6.3 Understand how societal needs and economic conditions influence the nature and structure of work
PHASE IV	6.4 Incorporate your understanding of changing economic, social and employment conditions into your career planning.

COMPETENCY 7	7. Secure/create and maintain work
PHASE I	7.1 Explore effective ways of working
PHASE II	7.2 Develop qualities to seek and obtain/create work
PHASE III	7.3 Develop abilities to seek, obtain/create and maintain work
PHASE IV	7.4 Improve on abilities to seek, obtain/create and maintain work

COMPETENCY 8	8. Make career enhancing decisions
PHASE I	8.1 Explore and improve decision-making
PHASE II	8.2 Link decision-making to career building
PHASE III	8.3 Engage in career decision-making
PHASE IV	8.4 Incorporate realism into your career decision-making

COMPETENCY 9	9. Maintain balanced life and work roles
PHASE I	9.1 Explore and understand the interrelationship of life roles
PHASE II	9.2 Explore and understand the interrelationship between life and work roles
PHASE III	9.3 Link lifestyles and life stages to career building
PHASE IV	9.4 Incorporate life/work balance into the career building process

COMPETENCY 10	10. Understand the changing nature of life and work roles
PHASE I	10.1 Discover the nature of gendered life and work roles
PHASE II	10.2 Explore non-traditional life and work options
PHASE III	10.3 Understand and learn to overcome stereotypes in your career building
PHASE IV	10.4 Seek to eliminate gender bias and stereotypes in your career building

COMPETENCY 11	11. Understand, engage in and manage the career building process
PHASE I	11.1 Explore the underlying concepts of the career building process
PHASE II	11.2 Understand and experience the career building process
PHASE III	11.3 Take charge of your career building process
PHASE IV	11.4 Manage your career building process

Following an assessment of the needs of learners, career development practitioners will be in a position to select an appropriate developmental phase. You will find suggestions for assessing your learners' needs in Chapter Four. In some cases, practitioners may find they need to work across phases. Using the *Blueprint* is very much about adapting the information within it to meet your own needs as a practitioner, and those of your learners.

Having said this, it is also possible to work with these phases according to age. If you are working in a setting, such as a school, where learners are typically grouped by age, you are likely to find that the *Blueprint* phases can be applied, with care, in the following ways:

- Phase I                      Students in Kindergarten-Primary School
- Phase II                     Students in Middle School
- Phase III                    Students in Senior/Post-Compulsory School or its Equivalent
- Phase IV                    Adults

Although the career management competencies are listed sequentially in the *Blueprint*, learning and experience do not proceed in such a linear manner. Career development is an ongoing, lifetime process of interaction between the individual and the environment that surrounds them. These interactions will shape people's learning requirements and their levels of mastery of the career competencies in different ways and at different times in their lives.

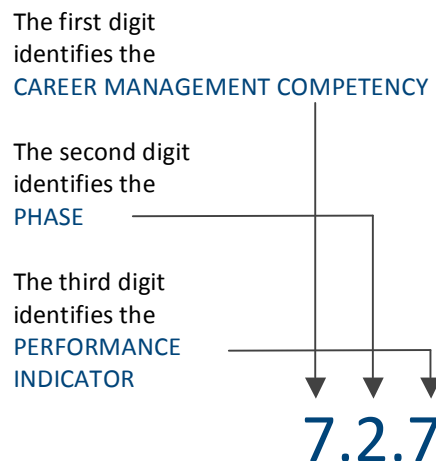
In some cases, practitioners may find they need to work across phases. Many of the pilot groups that tested the *Blueprint's* applicability for use with adults, for example, found it difficult to assign a discrete developmental phase, and cautioned against assuming that adults will sit in the Phase IV competencies of the *Blueprint*.

Using the *Blueprint* is very much about adapting the information within it to meet your own needs as a practitioner, and those of your learners.

# Performance Indicators

A series of numbered performance indicators illustrate the ways in which individuals can develop and demonstrate their competence at each of the four developmental phases.

All performance indicators are identified with a sequence of digits separated by dots. These digits code the career management competency, the phase, and the number of the performance indicator. The following diagram illustrates how the numbering system works, using a performance indicator from career management competency 7 as an example:



So, if you are working with career management competency 7, at phase 2, and performance indicator 7, the performance indicator reads:

**7.2.7 Identify your transferable skills, and experience a new task by using them.**

All of the performance indicators are numbered in this way, which makes it very easy to record them if you need to.



# The Four Stage Learning Taxonomy

The performance indicators are written following a four-stage learning taxonomy that conveys the developmental nature of the learning process. The taxonomy used is the Learning Process Taxonomy for Life/Work Designs in Canada, which was inspired by existing learning taxonomies (Bloom, 1966; Burns, 1980; Gagné and Briggs, 1979; Krathwohl, 1967) and the CONDUCT professional development model (Redekopp, 1999).

The four categories of the learning taxonomy supposes that learners go through the following cycle of learning.

1. At the first stage, learners ACQUIRE and understand the required knowledge
2. At the second stage, they APPLY the knowledge, attitude or skill by putting it in to action.
3. Next they PERSONALISE their learning and
4. Finally, they ACT upon that learning in creative ways.

Stage One: Acquire	Performance Indicators
<p>This is the stage during which learners acquire knowledge and understand the knowledge acquired. This stage presents learners with the information that may later serve as the basis for behaviour, learning integration, and self-actualisation. At this stage, learners might be asked to:</p> <ul style="list-style-type: none"> <li>▪ Classify information about things or people or things</li> <li>▪ Codify new information</li> <li>▪ Crosscheck information</li> <li>▪ Explain new concepts</li> <li>▪ Give examples to illustrate concepts</li> <li>▪ Gather pertinent information</li> <li>▪ Interview people</li> <li>▪ Locate information</li> <li>▪ Research a topic</li> </ul>	<p>Examples of performance indicators at the acquisition stage include:</p> <p><i>Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals</i></p> <p><i>Understand the importance of and the ways in which you can locate and use education and training information.</i></p>
Stage Two: Apply	Performance Indicators
<p>The stage during which learners demonstrate their acquired knowledge, skills and attitudes, by putting them into action. This stage represents a move from the dimension of “know-ing” into the dimension of “know-how”. Learners might be asked to:</p> <ul style="list-style-type: none"> <li>▪ Apply acquired knowledge (to situations or themselves)</li> <li>▪ Develop a project</li> <li>▪ Fix things</li> <li>▪ Generalise acquired knowledge</li> <li>▪ Learn about themselves</li> <li>▪ Perform a task</li> <li>▪ Plan using acquired knowledge</li> <li>▪ Practise new skills</li> <li>▪ Prepare a project</li> <li>▪ Simulate a situation</li> <li>▪ Solve a problem</li> <li>▪ Try a new idea</li> </ul>	<p>Examples of performance indicators at the application stage include:</p> <p><i>Adopt behaviours and attitudes conducive to reaching personal, social, educational and professional goals.</i></p> <p><i>Explore the differences between occupations and industry sectors by locating and using available career information resources.</i></p>

Stage Three: Personalise	Performance Indicators
<p>The stage during which learners are invited to deepen their new learning via assessments using their values, beliefs, and other personal attributes. In this process learners will either make the learning their own or reject it.</p> <p>At the personalisation stage, learners might be asked to:</p> <ul style="list-style-type: none"> <li>Analyse situations</li> <li>Be assertive</li> <li>Choose for themselves</li> <li>Comment on subjects, situations, etc.</li> <li>Decide for themselves</li> <li>Examine their decisions or reactions</li> <li>Evaluate the impact of personal decisions on themselves or others</li> <li>Express their ideas, their feelings</li> <li>Give their opinion</li> <li>Internalise experiences</li> <li>Question information and decisions</li> <li>Visualise options for themselves</li> </ul>	<p>Examples of performance indicators at the personalisation stage include:</p> <p><i>Assess your personal characteristics and capitalise on those that contribute positively to the achievement of personal, educational, social and professional goals</i></p> <p><i>Assess the relevance of the career information resources you have used to your career information search</i></p>

Stage Four: Act	Performance Indicators
<p>The stage which calls upon the learners' capacity to recognise and strive for their full potential. The transfer from the process of integration to the process of creation happens during this stage of the learning cycle. Transforming, inventing, conceptualising, creating and discovering are examples of the types of activities the learners will engage in. Learners might be asked to:</p> <ul style="list-style-type: none"> <li>Adapt products, concepts or scenarios</li> <li>Advise people</li> <li>Conceptualise ideas or projects</li> <li>Design new products or programs</li> <li>Edit a book or, an article</li> <li>Elaborate new ideas or projects</li> <li>Facilitate transitions</li> <li>Guide or mentor others</li> <li>Initiate new projects or scenarios</li> <li>Innovate</li> <li>Invent new things</li> <li>Transfer skills, knowledge and attitudes to modify and/or create</li> <li>Transform behaviours and attitudes</li> </ul>	<p>Examples of performance indicators at the personalisation stage include:</p> <p><i>Improve self concept in order to contribute positively to your life, learning and work</i></p> <p><i>Improve strategies for locating, understanding and using career information</i></p>

Learners may not move through all four stages of the learning taxonomy. How far they progress will depend on their motivation and the context in which they use the skill, knowledge or attitude they have developed.

For example, someone learning to use e-mail may be quite content with acquiring and applying their skills. Other individuals may investigate other ways that their new skills can be used, and go on to use them creatively.

# Local Standards

A local standard is a standard or benchmark that can be developed at the individual, program or organisational level. It specifies a reasonable standard of performance, after taking into account a range of environmental factors that shape what might reasonably be expected of individuals in a particular setting.

A local standard specifies:

1. **What** individuals will do to demonstrate their ability against an indicator
2. **The conditions** under which individuals will perform the task asked of them
3. **How well** individuals should perform the task asked of them (how well might refer to accuracy, quality, speed, quantity or tolerance).

Take the following simple example of a local standard that has been developed for performance indicator 5.2.5 by a teacher working in the schools sector.

## CAREER MANAGEMENT COMPETENCY 5.2:

Locate and use a range of career information

## PERFORMANCE INDICATOR 5.2.5:

Explore the education and training requirements for occupations of interest by locating and using available career information resources.

## LOCAL STANDARD:

Year 9 students will accurately describe to their classmates the education or training requirements for five chosen work roles.

From this example we know:

1. **What** individuals will do – describe the educational training requirements of five work roles
2. **The conditions** under which they will do it – in the Year 9 classroom setting, with five chosen work roles, and
3. **How well** they should perform the task – ‘accurately’.

In situations other than formal learning environments, it may not be necessary or appropriate to measure whether a learner is able to demonstrate their competence against a particular performance indicator. In many cases, local standards are simply a useful way of organising a series of learning activities that will help individuals to develop a career management competency at one of its developmental phases.

The type of exercise or activity you or your client select for the purposes of learning or for the purpose of demonstrating competence against a particular performance indicator will depend upon the needs of the individuals or groups you are addressing, and the particular learning environment in which you are operating.

Remember that local standards are established by the career practitioner, school or organisation. Because of the subjective nature of our career development, wherever possible learners themselves should play a part in deciding what standard of performance they would like to achieve. Where this is not the case, they need to fully understand the assessment process and the criteria against which they will be assessed.

There is no one correct local standard for a particular performance indicator, because the local standards represent local decisions and circumstances. Furthermore, how these local standards are measured and reported, or whether they are needed at all, is very much a decision to be made at the local level.

The following example is written for an adult seeking to demonstrate their capacity to manage the career building process within the organisation where they are employed.

**CAREER MANAGEMENT COMPETENCY 11.4:**

Manage your career building process

**PERFORMANCE INDICATOR 11.4.11:**

Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals and aspirations and adjust your short-term action plans

**LOCAL STANDARD:**

Within the organisation's annual performance appraisal process, employees will discuss their coming year's career plans. This discussion will be informed by feedback on their performance and any organisational or personal factors that might necessitate modification of their short-term action plans.

From this example we know:

- a) **What** individuals will do – discuss their coming year's career plans
- b) **The conditions** under which they will do it – in the context of their annual performance appraisal
- c) **How well** they should perform the task – Individuals are required to take into account relevant variables such as feedback, organisational factors, and personal factors.

**When developing local standards consider:**

- a) The size of the cohort of learners
- b) The location of your learners
- c) Your learners' access to equipment or settings
- d) The resource requirements

**Pay special attention to the verb that begins the performance indicator.**

It will indicate the type of learning expected

Local standards are intended to be flexible, so that they can be applied in the great diversity of settings in which career development occurs. However, to ensure that there is quality and consistency in service provision, it is important that if you are using them for measurement purposes, every local standard contains the three key elements listed above.

A significant consideration when developing local standards is the time and energy of the people who will implement or demonstrate their knowledge, skills and understanding against them. Your efforts at creating exceptional local standards may be wasted if no one is willing to commit the energy to implementing them. If at all possible, involve the people, including the learners, who will implement the local standards as you develop them.

Most importantly, the development of local standards involves both an understanding of the performance indicator, and the learning stage to which it corresponds. When developing a standard, pay special attention to the **verb** that begins the performance indicator. The verbs indicate the type of learning expected from the individual. For example, verbs such as discover, understand, and explore are applicable to the stage of learning in which learners are expected to know something but are not necessarily expected to do anything with that knowledge.

On the other hand, performance indicators at the acquisition stage (beginning with verbs such as create, engage, and transform) demand a much higher level of learning and application and different standards of measurement. With these performance indicators, local standards should have the individual actively doing something, usually something that directly affects their own lives.

## FURTHER EXAMPLES OF LOCAL STANDARDS

The following section provides examples of local standards developed for performance indicators at each of the four developmental phases.

### Example 1

#### COMPETENCY 1.1:

Build a positive self concept while discovering its influence on yourself and others

#### PERFORMANCE INDICATOR 1.2.1:

Identify your positive characteristics (skills, interests, personal qualities and strengths) as seen by you and others

#### LOCAL STANDARD:

Year five primary school students will write a paragraph in which they describe at least four positive characteristics about themselves.

### Example 2

#### COMPETENCY 1.2:

Build a positive self concept and understand its influence on life, learning and work

#### PERFORMANCE INDICATOR 1.2.7:

Evaluate the impact of your self concept on you and others at home, school or work

#### LOCAL STANDARD:

Year ten students will write a journal entry that assesses how three of their positive characteristics effect their experiences at home, at school, and in the workplace (SWL, work experience, part-time, casual or voluntary work).

### Example 3

#### COMPETENCY 1.3:

Develop abilities to maintain a positive self concept

#### PERFORMANCE INDICATOR 1.3.7

Demonstrate giving and receiving feedback in ways that build a positive self concept

#### LOCAL STANDARD:

At the conclusion of a group/team activity, Year 11 students will be observed as they provide feedback on the contribution of each team member to the achievement of group goals. Each student will then be observed receiving feedback on their own contribution to the achievement of group goals. The observer will assess the student's capacity to maintain a positive attitude and to respect the feelings of others.

#### **Example 4**

##### **COMPETENCY 1.4:**

Improve abilities to maintain a positive self concept

##### **PERFORMANCE INDICATOR 1.4.8:**

Re-examine personal characteristics and determine those that might contribute positively to the achievement of career goals.

##### **LOCAL STANDARD:**

An adult working with a career development practitioner will construct a career lifeline that identifies important career achievements, and describe the ways in which their personal characteristics contributed positively to each experience.

## CHAPTER THREE

# The Matrices of the Blueprint



In Chapter Two, the elements that comprise the *Blueprint* framework were introduced.

In this chapter, the elements are combined and presented as a series of matrices.

The first matrix is an overview of the eleven career management competencies. The matrices that follow show the competencies and performance indicators expressed at each developmental phase, and at every stage of the learning taxonomy.





# An Overview of the Competencies by Phase

COMPETENCIES	PHASE I	PHASE II	PHASE III	PHASE IV
<b>AREA A: PERSONAL MANAGEMENT</b>				
1. Build and maintain a positive self concept	1.1 Build a positive self concept while discovering its influence on yourself and others	1.2 Build a positive self concept and understand its influence on life and work	1.3 Develop abilities to maintain a positive self concept	1.4 Improve abilities to maintain a positive self concept
2. Interact positively and effectively with others	2.1 Develop abilities for building positive relationships in life	2.2 Develop additional abilities for building positive relationships in life	2.3 Develop abilities for building positive relationships in life and work	2.4 Improve abilities for building positive relationships in life and work
3. Change and grow throughout life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth	3.3 Learn to respond to change that affects your well-being	3.4 Develop strategies for responding positively to life and work changes
<b>AREA B: LEARNING AND WORK EXPLORATION</b>				
4. Participate in lifelong learning supportive of career goals	4.1 Discover lifelong learning and its contribution to life and work	4.2 Link lifelong learning to personal career aspirations	4.3 Link lifelong learning to the career building process	4.4 Participate in continuous learning supportive of career goals
5. Locate and effectively use career information	5.1 Understand the nature of career information	5.2 Locate and use career information	5.3 Locate and evaluate a range of career information sources	5.4 Use career information effectively in the management of your career
6. Understand the relationship between work, society and the economy	6.1 Discover how work contributes to individuals' lives	6.2 Understand how work contributes to the community	6.3 Understand how societal needs and economic conditions influence the nature and structure of work	6.4 Incorporate your understanding of changing economic, social and employment conditions into your career planning
<b>AREA C: CAREER BUILDING</b>				
7. Secure/create and maintain work	7.1 Explore effective ways of working	7.2 Develop qualities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make career enhancing decisions	8.1 Explore and improve decision-making	8.2 Link decision-making to career building	8.3 Engage in career decision-making	8.4 Incorporate realism into your career decision-making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles	9.2 Explore and understand the interrelationship between life and work roles	9.3 Link lifestyles and life stages to career building	9.4 Incorporate life/work balance into the career building process
10. Understand the changing nature of life and work roles	10.1 Discover the nature of gendered life and work roles	10.2 Explore non-traditional life and work options	10.3 Understand and learn to overcome stereotypes in your career building	10.4 Seek to eliminate gender bias and stereotypes in your career building
11. Understand, engage in and manage the career building process	11.1 Explore the underlying concepts of the career building process	11.2 Understand and experience the career building process	11.3 Take charge of your career building process	11.4 Manage your career building process

# The Career Competencies and Performance Indicators by Area and Phase

## AREA A- PERSONAL MANAGEMENT

### COMPETENCY 1: BUILD AND MAINTAIN A POSITIVE SELF CONCEPT

PHASE I		PHASE II	
1.1	<b>Build a positive self concept while discovering its influence on yourself and others</b>	1.2	<b>Build a positive self concept and understand its influence on life, learning and work</b>
1.1.1	<b>Acquire</b> Explore the nature of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses.	1.2.1	<b>Acquire</b> Discover how behaviours and attitudes affect school, work and family situations.
1.1.2	Discover how positive characteristics are the basis of a positive self concept.	1.2.2	Understand how the environment influences attitudes and behaviours.
1.1.3	Understand how your self concept influences your behaviours.	1.2.3	Understand the nature of values and beliefs, and explore their influence on self concept.
1.1.4	Understand how your behaviours influence the feelings and behaviours of others.	1.2.4	Discover the personal and professional benefits of developing a positive self concept and the consequences of developing a negative one.
1.1.5	<b>Apply</b> Identify your positive personal characteristics (skills, interests, personal qualities and strengths) as seen by you and others.	1.2.5	<b>Apply</b> Describe your self concept.
1.1.6	Demonstrate behaviours and attitudes that reflect a positive self concept.	1.2.6	Practise behaviours in school, work and family situations that reflect a positive attitude about yourself.
1.1.7	<b>Personalise</b> Evaluate which of your behaviours and attitudes contribute either positively or negatively to your self concept.	1.2.7	<b>Personalise</b> Evaluate the impact of your self concept on you and others at home, school or work.
1.1.8	<b>Act</b> Adapt your behaviours and attitudes in order to improve your self concept.	1.2.8	<b>Act</b> Change behaviours and attitudes in order to improve your self concept so that it contributes positively to your life, learning and work activities.

PHASE III		PHASE IV	
<b>1.3</b>	<b>Develop abilities to maintain a positive self concept</b>	<b>1.4</b>	<b>Improve abilities to maintain a positive self concept</b>
1.3.1	<b>Acquire</b> Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals.	1.4.1	<b>Acquire</b> Understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values, beliefs and behaviours) on career decisions.
1.3.2	Understand the importance of giving and receiving feedback to maintaining a positive self concept.	1.4.2	Understand how achievements related to work, learning and leisure influence your self concept.
1.3.3	Understand the importance of allies (e.g., friends, and supporters) to maintaining a positive self concept.		
1.3.4	<b>Apply</b> Identify your personal characteristics such as your interests, skills, values, beliefs and attitudes.	1.4.3	<b>Apply</b> Explore how your own career decisions have been, and are influenced by personal characteristics (skills, knowledge, attitudes, interests, values and beliefs).
1.3.5	Identify behaviours and attitudes that reflect your self concept.	1.4.4	Identify your personal achievements related to work, learning and leisure.
1.3.6	Identify your allies and external assets.	1.4.5	Adopt behaviours and attitudes that project a positive self concept.
1.3.7	Demonstrate giving and receiving feedback in ways that build a positive self concept.		
1.3.8	<b>Personalise</b> Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals.	1.4.6	<b>Personalise</b> Re-examine your personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals.
1.3.9	Assess the part that your allies play in achieving your life, learning and work goals.	1.4.7	Examine your personal achievements and acknowledge their influence on your self concept.
1.3.10	<b>Act</b> Adopt behaviours and attitudes that will help you reach your life, learning and work goals.	1.4.8	<b>Act</b> Improve your life, learning and work activities by maximising your positive characteristics.
		1.4.9	Engage in life, learning and work activities that validate all aspects of your self and provide a sense of personal achievement.

## AREA A- PERSONAL MANAGEMENT

### COMPETENCY 2: INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS

PHASE I		PHASE II	
<b>2.1</b>	<b>Develop abilities for building positive relationships in life</b>	<b>2.2</b>	<b>Develop additional abilities for building positive relationships in life</b>
2.1.1 2.1.2 2.1.3 2.1.4	<b>Acquire</b> Discover the uniqueness of human beings. Explore the sources and effects of pressure from peers/others. Identify positive social skills, such as empathy, co-operation, a willingness to help and show respect for others. Identify the skills and qualities that help you get on well with others and work with them in groups.	2.2.1  2.2.2	<b>Acquire</b> Explore ways of resolving conflicts with your peers or others. Recognise the importance of respect, tolerance, flexibility and openness when dealing with people from different backgrounds.
2.1.5 2.1.6 2.1.7	<b>Apply</b> Demonstrate positive social skills, such as helping, showing respect and co-operating with others. Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to your beliefs. Adopt behaviours and attitudes, such as tolerance and flexibility, that help you get on well with others and work with them in groups.	2.2.3 2.2.4 2.2.5	<b>Apply</b> Demonstrate respect for the feelings and beliefs of others. Demonstrate effective skills and attitudes for resolving conflicts with peers or others. Demonstrate openness to the diversity of other people's cultures and lifestyles and their mental and physical abilities.
2.1.8 2.1.9	<b>Personalise</b> Acknowledge and appreciate your unique character. Examine your own behaviours and attitudes and decide which help or inhibit you from getting on well with others and working with them in groups.	2.2.6 2.2.7	<b>Personalise</b> Acknowledge and appreciate the similarities and differences among people. Review your respect, tolerance, flexibility and openness towards others and determine the ways in which your attitudes are influencing the development of positive relationships in your life.
2.1.10	<b>Act</b> Adopt behaviours and attitudes that help you to build positive relationships in life.	2.2.8	<b>Act</b> Improve your social, interpersonal and group communication skills in order to build positive relationships in your life and work.

**AREA A- PERSONAL MANAGEMENT (Cont.)****COMPETENCY 2: INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS**

PHASE III		PHASE IV	
<b>2.3</b>	<b>Develop abilities for building positive relationships in life and work</b>	<b>2.4</b>	<b>Improve abilities for building positive relationships in life and work</b>
2.3.1	<b>Acquire</b> Discover the skills, knowledge and attitudes needed to work effectively with and for others.	2.4.1	<b>Acquire</b> Explore innovative interpersonal and group communication skills.
2.3.2	Explore appropriate ways of assisting others.	2.4.2	Explore the concept of self-defeating behaviours and attitudes as well as strategies for overcoming them.
2.3.3	Examine the nature of the contractual relationship between employees and employers and the nature of the contractual relationship between clients and contractors.	2.4.3	Explore the importance of positive relationships to your career building.
		2.4.4	Discover the importance and benefits of being able to interact with diverse groups of people in all areas of your life.
2.3.4	<b>Apply</b> Demonstrate behaviours and attitudes required for working with and for others.	2.4.5	<b>Apply</b> Demonstrate effective social and group membership skills, knowledge and attitudes.
2.3.5	Demonstrate skills for assisting others, such as problem solving and facilitation skills.	2.4.6	Apply strategies for overcoming self-defeating behaviours and attitudes.
2.3.6	Express feelings, reactions and ideas in an appropriate manner when dealing with others.	2.4.7	Demonstrate the ability to handle outside pressure
		2.4.8	Demonstrate the ability to interact with diverse groups of people.
2.3.7	<b>Personalise</b> Determine the 'helping' skills you feel comfortable with and wish to contribute in your relationships with others.	2.4.9	<b>Personalise</b> Acknowledge and appreciate the outcomes of positive relationships in your personal and professional roles.
2.3.8	Acknowledge the positive effects of expressing your feelings, reactions and ideas appropriately.	2.4.10	Assess the ways in which showing respect for all kinds of people has contributed to your career.
2.3.9	<b>Act</b> Engage in interactions and learning experiences that help build positive relationships in your life and work.	2.4.11	<b>Act</b> Continuously assess and develop your social and interpersonal skills and your respect for the diversity of individuals.

## AREA A- PERSONAL MANAGEMENT

### COMPETENCY 3: CHANGE AND GROW THROUGHOUT LIFE

PHASE I		PHASE II	
<b>3.1</b>	<b>Discover that change and growth are part of life</b>	<b>3.2</b>	<b>Learn to respond to change and growth</b>
	<b>Acquire</b>		<b>Acquire</b>
3.1.1	Explore the concepts of change and growth as part of life.	3.2.1	Understand the physical, psychological, social and emotional changes that occur as people develop.
3.1.2	Understand that change and growth can impact negatively on your mental and physical health (e.g., stress, frustration, confusion, fatigue).	3.2.2	Understand how physiological and psychological changes impact on people's lives.
3.1.3	Understand that good mental and physical health habits help you to deal with change and growth.	3.2.3	Explore how unexpected events can cause life changes.
3.1.4	Explore effective ways to express your feelings.	3.2.4	Explore the importance of work, family and leisure activities to mental and physical health.
3.1.5	Explore the importance of asking for help and ways to do so.		
	<b>Apply</b>		<b>Apply</b>
3.1.6	Demonstrate effective mental and physical health habits.	3.2.5	Identify your own physical, psychological, social and emotional changes.
3.1.7	Express your feelings in appropriate ways.	3.2.6	Explore an unexpected event and assess its impact on your life.
3.1.8	Demonstrate the capacity to ask for help when needed.		
	<b>Personalise</b>		<b>Personalise</b>
3.1.9	Acknowledge the positive effects of expressing your feelings appropriately.	3.2.7	Examine work, family and leisure activities and assess their impact on your own mental, emotional, physical and financial well-being.
3.1.10	Acknowledge the positive outcomes of asking for help.	3.2.8	Examine the ways in which you deal with unexpected events.
3.1.11	Identify the mental and physical health habits that assist you to deal with change and growth.		
	<b>Act</b>		<b>Act</b>
3.1.12	Establish appropriate ways for expressing your feelings and asking for help.	3.2.9	Engage in family and leisure activities that contribute to your own mental, emotional, financial and physical well-being.
3.1.13	Adopt mental and physical health habits that assist you deal to deal with change and growth.	3.2.10	Adopt effective (e.g., being flexible and adaptable) strategies for dealing with unexpected events.

**AREA A- PERSONAL MANAGEMENT (Cont..)**  
**COMPETENCY 3: CHANGE AND GROW THROUGHOUT LIFE**

PHASE III		PHASE IV	
<b>3.3</b>	<b>Learn to respond to change that affects your well-being.</b>	<b>3.4</b>	<b>Develop strategies for responding positively to life and work changes</b>
3.3.1	<b>Acquire</b> Describe how change and growth can affect physical and mental health.	3.4.1	<b>Acquire</b> Understand how personal motivations and aspirations may change over time.
3.3.2	Explore how mental and physical health impact on life and work decisions.	3.4.2	Understand the physical and psychological changes that occur with age.
3.3.3	Explore effective communication skills to use in stressful situations (eg., assertiveness, conflict resolution or problem solving)	3.4.3	Explore how work performance may be adapted to physical and psychological changes that occur with age.
		3.4.4	Understand how changes related to work (e.g., job loss, job transfer) impact on your life and may require life changes.
		3.4.5	Explore the skills, knowledge and attitudes needed to adapt to changing work role requirements.
3.3.4	<b>Apply</b> Identify what places stress on your mind and body.	3.4.6	<b>Apply</b> Describe your personal motivations and aspirations.
3.3.5	Demonstrate behaviours that maintain your physical and mental health.	3.4.7	Develop and apply strategies to adapt and respond effectively to career changes (e.g., problem solving, networking, updating portfolio and résumé and acquiring new skills and knowledge).
3.3.6	Apply stress management strategies.		
3.3.7	Demonstrate effective communication skills in stressful situations (eg., assertiveness, conflict resolution or problem solving)		
3.3.8	<b>Personalise</b> Examine your mental and physical health and evaluate its impact on your career decisions.	3.4.8	<b>Personalise</b> Examine your personal motivations and aspirations and determine their impact on your career decisions.
3.3.9	Acknowledge the positive outcomes of actively managing issues that affect your well-being.	3.4.9	Acknowledge your ability to adapt and respond effectively to career changes.
3.3.10	Assess your communication skills and adopt those that are most effective in stressful situations		
3.3.11	<b>Act</b> Adopt habits and engage in experiences that maintain or improve your mental and physical health.	3.4.10	<b>Act</b> Create career scenarios based on your personal motivations and aspirations.
		3.4.11	Improve your ability to adapt and respond positively to career changes.

## AREA B – LEARNING AND WORK EXPLORATION

### COMPETENCY 4: PARTICIPATE IN LIFELONG LEARNING SUPPORTIVE OF CAREER GOALS

PHASE I		PHASE II	
<b>4.1</b>	<b>Discover lifelong learning and its contribution to life and work</b>	<b>4.2</b>	<b>Link lifelong learning to personal career aspirations</b>
4.1.1	<b>Acquire</b> Understand the importance of education and training to your career.	4.2.1	<b>Acquire</b> Explore lifelong learning strategies such as being curious and adventurous.
4.1.2	Discover how different kinds of work require different combinations of skill and knowledge.	4.2.2	Explore subject area strengths as well as areas for improvement.
4.1.3	Explore how the skills, knowledge and attitudes acquired in one setting (e.g., at school, at home, in the workplace and in the community) can be used in other settings.	4.2.3	Explore strategies for improving skills and knowledge.
4.1.4	Discover the learning habits and study skills that help people to achieve good education and training outcomes.	4.2.4	Explore the importance of a variety of skill types in the workplace.
		4.2.5	Explore the knowledge and skills required to operate safely and effectively in the workplace
		4.2.6	Explore the skills, knowledge and attitudes needed in particular industry sectors.
		4.2.7	Understand how past, present and future academic performance may impact upon the selection of future programs/courses.
		4.2.8	Understand how past, present and future academic performance may impact upon available work options.
4.1.5	<b>Apply</b> Identify skills, knowledge and attitudes that you acquired in one setting that can be used in other settings.	4.2.9	<b>Apply</b> Apply strategies for improving your skills and knowledge.
4.1.6	Identify your learning style, learning habits and study skills.	4.2.10	Demonstrate skills and attitudes towards learning that will help you to achieve your life and work goals.
		4.2.11	Identify how your education and training achievements affect your available options regarding courses / programs, workplace training and/or entry into work.
4.1.7	<b>Personalise</b> Evaluate your learning habits and study skills and identify those that help you best to learn.	4.2.12	<b>Personalise</b> Evaluate strategies for improving skills and knowledge and adopt those that contribute best to the learning process.
4.1.8	<b>Act</b> Adopt those learning habits and study skills that suit you best.	4.2.13	<b>Act</b> Improve your learning habits and study skills and adopt attitudes towards learning that will help you to achieve your life and work goals.



**AREA B – LEARNING AND WORK EXPLORATION (Cont.)****COMPETENCY 4: PARTICIPATE IN LIFELONG LEARNING SUPPORTIVE OF CAREER GOALS**

PHASE III		PHASE IV	
<b>4.3</b>	<b>Link lifelong learning to the career building process</b>	<b>4.4</b>	<b>Participate in continuous learning supportive of career goals</b>
4.3.1	<b>Acquire</b> Understand how the skills, knowledge and attitudes acquired in a variety of learning programs may contribute to achieving personal and professional goals.	4.4.1	<b>Acquire</b> Investigate educational opportunities (e.g., vocational learning programs, employer-sponsored training).
4.3.2	Understand how lifelong learning enhances people's ability to achieve career goals.	4.4.2	Investigate community resources that support education and training (e.g., childcare, public transportation, and health and human services).
4.3.3	Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments.	4.4.3	Understand the importance of developing strategies to help overcome barriers to education and training.
4.3.4	Understand why lifelong learning is required in the workplace.	4.4.4	Explore how skills, knowledge and attitudes acquired enhance work opportunities.
4.3.5	Explore the education and training requirements of various work roles.	4.4.5	Explore lifelong learning resources available in workplace settings (e.g., computer-assisted self-directed training, mentoring, and attendance at short courses).
		4.4.6	Explore personal and professional learning plans.
4.3.6	<b>Apply</b> Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.	4.4.7	<b>Apply</b> Prepare short and long-range plans to achieve your personal and professional goals through appropriate educational/training pathways.
		4.4.8	Outline and adopt strategies to overcome personal barriers to education and training.
		4.4.9	Undertake learning activities (e.g., studying, responding to feedback from supervisors, engaging in a project of interest).
4.3.7	<b>Personalise</b> Determine the value of ongoing learning to you.	4.4.10	<b>Personalise</b> Assess your skills, knowledge and attitudes towards learning and determine how these enhance your career opportunities.
4.3.8	Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.	4.4.11	Determine which lifelong learning strategies work best for you.
4.3.9	<b>Act</b> Engage in a continuous learning process supportive of your career goals.	4.4.12	<b>Act</b> Improve learning strategies and engage in a lifelong learning process supportive of your career goals.

## AREA B – LEARNING AND WORK EXPLORATION

### COMPETENCY 5: LOCATE AND EFFECTIVELY USE CAREER INFORMATION

PHASE I		PHASE II	
<b>5.1</b>	<b>Understand the nature of career information</b>	<b>5.2</b>	<b>Locate and use career information</b>
5.1.1	<b>Acquire</b> Understand the nature of career information (e.g., education and training information, occupational and industry information and labour market information)	5.2.1	<b>Acquire</b> Understand the importance of and the ways in which you can locate and use education and training information.
5.1.2	Understand the importance of knowing whether career information is from a reliable source.	5.2.2	Understand the importance of and the ways in which you can locate and use occupational and industry information.
5.1.3	Understand how parents, relatives, friends and/or neighbours provide us with information and influence our career choices.	5.2.3	Understand the importance of and the ways in which you can locate and use labour market information.
5.1.4	Understand the range of career information resources (e.g., through networks, the Internet, television, and newspapers) that provide occupational and industry information.		
5.1.5	<b>Apply</b> Find out about the work roles of family members, school personnel and community workers/employers.	5.2.4	<b>Apply</b> Explore the differences between occupations and industry sectors by locating and using available career information resources.
5.1.6	Explore the working conditions of their various roles (e.g., inside/outside, hazardous, responsibilities for health and safety).	5.2.5	Explore the education and training requirements for occupations of interest by locating and using available career information resources.
		5.2.6	Identify the current and future labour market outlook for occupations of interest.
		5.2.7	Explore a variety of work alternatives (e.g., volunteering, full-time employment, contracting, consulting, and entrepreneurship).
5.1.7	<b>Personalise</b> Assess whether the information you gain from career information websites, such as <i>myfuture</i> , differs from information you gain from observing and listening to your parents' views.	5.2.8	<b>Personalise</b> Assess the relevance of the career information resources you have used to your career information search.
		5.2.9	Determine, according to your own preferences, the advantages and disadvantages of various work alternatives (e.g., being a full-time/part-time employee or self-employment options such as contracting, consulting or entrepreneurship).
5.1.8	<b>Act</b> Recognise the value that you place on career information from various sources.	5.2.10	<b>Act</b> Improve strategies for locating, understanding and using career information.

**AREA B – LEARNING AND WORK EXPLORATION (Cont.)****COMPETENCY 5: LOCATE AND EFFECTIVELY USE CAREER INFORMATION**

PHASE III		PHASE IV	
<b>5.3</b>	<b>Locate and evaluate a range of career information sources</b>	<b>5.4</b>	<b>Use career information effectively in the management of your career</b>
5.3.1	<b>Acquire</b> Discover how key personnel in selected work roles could become ideal information resources/ role models.	5.4.1	<b>Acquire</b> Investigate career-related information and materials (e.g., on self-assessment, on career planning, on professional associations, on prospective employers).
5.3.2	Understand how labour market information (profiles, statistics, etc.) can be used when making career decisions.	5.4.2	Explore the limitations of occupational and labour market information.
5.3.3	Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles.	5.4.3	Discover the diverse work opportunities available to an individual with a given set of work skills, knowledge and attitudes.
5.3.4	Explore how employment and workplace trends impact upon the provision of education and training.	5.4.4	Understand how to assess the reliability of career information.
5.3.5	Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities.		
5.3.6	<b>Apply</b> Use career information resources such as career directories, occupational classification systems, labour market information, mass media, computer and Internet-based career information delivery systems to locate trend information on occupational and industry trends, education and training trends, and social and economic trends.	5.4.5	<b>Apply</b> Use career information resources to identify work opportunities that are available to someone with your set of work skills, knowledge and attitudes.
		5.4.6	Assess the reliability of career information resources you use to identify opportunities.
5.3.7	<b>Personalise</b> Rank the usefulness of career information resources you have explored in terms of their accuracy, currency, reliability and relevance.	5.4.7	<b>Personalise</b> Determine, according to your preferences, which work opportunities should or will be considered in your career goals and aspirations.
5.3.8	<b>Act</b> Put strategies in place to evaluate career information resources that you locate and use.	5.4.8	<b>Act</b> Create or adapt career goals and aspirations using relevant and accurate career-related information.

## AREA B – LEARNING AND WORK EXPLORATION

### COMPETENCY 6: UNDERSTAND THE RELATIONSHIP BETWEEN WORK, SOCIETY AND THE ECONOMY

PHASE I		PHASE II	
<b>6.1</b>	<b>Discover how work contributes to individuals' lives</b>	<b>6.2</b>	<b>Understand how work contributes to the community</b>
6.1.1	<b>Acquire</b> Understand how work can satisfy the social, emotional, intellectual and/or financial needs of individuals.	6.2.1	<b>Acquire</b> Understand how organisations operate (e.g., how money is made, overhead costs, profit).
6.1.2	Explore the effect of work on people's lifestyles.	6.2.2	Explore the importance of work to a community.
6.1.3	Understand how work might help to overcome the personal, emotional or financial problems of individuals.	6.2.3	Understand the relationships between work, community and the economy.
6.1.4	Understand the contribution of work to family life.	6.2.4	Explore the economic contributions workers make to a community.
		6.2.5	Understand how technological advances impact upon work roles in the community.
		6.2.6	Explore the impact of work on social, economic problems in the community.
6.1.5	<b>Apply</b> Identify the contribution of work to your life.	6.2.7	<b>Apply</b> Explore the products and services of local employers.
6.1.6	Outline the contribution of work to your family's lifestyle.	6.2.8	Demonstrate how technological change has impacted upon work in your neighbourhood or community.
		6.2.9	Demonstrate how work impacts upon your own neighbourhood or community.
6.1.7	<b>Personalise</b> Assess the value that you place on work.	6.2.10	<b>Personalise</b> Evaluate how a person can contribute to the community through work.
6.1.8	<b>Act</b> Engage in work experiences that satisfy your own needs.	6.2.11	<b>Act</b> Engage in work experiences that contribute to your community.

## AREA B – LEARNING AND WORK EXPLORATION (Cont.)

### COMPETENCY 6: UNDERSTAND THE RELATIONSHIP BETWEEN WORK, SOCIETY AND THE ECONOMY

PHASE III		PHASE IV	
<b>6.3</b>	<b>Understand how societal needs and economic conditions influence the nature and structure of work</b>	<b>6.4</b>	<b>Incorporate your understanding of changing economic, social and employment conditions into your career planning</b>
6.3.1	<b>Acquire</b> Understand how society's needs and functions affect the supply of goods and services.	6.4.1	<b>Acquire</b> Understand how trends (such as social, demographic, technological, occupational and industrial trends) affect your career.
6.3.2	Explore how people's personal values and interests determine the importance placed upon different kinds of work.	6.4.2	Understand how the global economy affects your career.
6.3.3	Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities.	6.4.3	Understand how recent social and economic changes (e.g., technological developments, changes in demand for products or services) influence the knowledge, skills and attitudes required for seeking, obtaining/creating and maintaining work.
6.3.4	Understand the concept of a global economy and how it affects individuals, communities, the states and territories, and the nation.		
6.3.5	<b>Apply</b> Demonstrate how your own community or state/territory is affected by society's needs and functions, as well as by the global economy.	6.4.4	<b>Apply</b> Demonstrate how your own career has been affected by society's needs and functions, as well as by the global economy.
6.3.6	Demonstrate how work and learning in your own community or state/territory is affected by social, demographic, technological, occupational and industrial trends.	6.4.5	Demonstrate how your knowledge, skills and attitudes for seeking/obtaining/creating and maintaining work have shifted in response to social and economic change.
6.3.7	Identify how your own personal values and interests determine the importance you place on work.		
6.3.8	<b>Personalise</b> Evaluate the impact of society's needs and functions and that of the global economy on you.	6.4.6	<b>Personalise</b> Evaluate the impact of society's needs and functions on your preferred career future.
6.3.9	Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities.	6.4.7	Evaluate the impact of social, demographic, technological, occupational and industrial trends on your future work and learning opportunities.
6.3.10	Evaluate how your values and interests influence the value you place on different kinds of work.		
6.3.11	<b>Act</b> Engage in work experiences that satisfy your needs as well as meeting society's needs.	6.4.8	<b>Act</b> Engage in career planning and development that takes into account changing economic, social employment conditions.

## AREA C – CAREER BUILDING

### COMPETENCY 7: SECURE/CREATE AND MAINTAIN WORK

PHASE I		PHASE II	
<b>7.1</b>	<b>Explore effective ways of working</b>	<b>7.2</b>	<b>Develop qualities to seek and obtain/create work</b>
7.1.1	<b>Acquire</b> Understand the importance that personal qualities (e.g., dependability, promptness, getting along with others) have on creating, getting and keeping work.	7.2.1	<b>Acquire</b> Explore personal qualities (such as dependability, punctuality, getting along with others) that are needed to get and keep work.
7.1.2	Understand how co-operating with others can help accomplish a task.	7.2.2	Understand how skills are transferable across a variety of work roles.
7.1.3	Explore new and creative ways of performing work activities.	7.2.3	Understand the language used to describe employment requirements and conditions.
7.1.4	Understand the importance of being able to work with people from different cultural and language backgrounds, age groups, gender and disabilities.	7.2.4	Explore commonly used work search tools (e.g., job application forms, résumés, and portfolios.).
7.1.5	Understand the meaning of taking responsibility for your own actions.	7.2.5	Explore the skills, knowledge and attitudes necessary for a successful work interview.
7.1.6	<b>Apply</b> Demonstrate cooperation in order to accomplish a task.	7.2.6	<b>Apply</b> Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.
7.1.7	Demonstrate creative ways of performing work activities (e.g., at home, at school, at work and/or in the community).	7.2.7	Identify your transferable skills and experience a new task by using them.
7.1.8	Demonstrate the ability to work with people from different cultural and language backgrounds, age groups and gender.	7.2.8	Demonstrate the ability to complete application forms.
7.1.9	Demonstrate the ability to take responsibility for your own actions.	7.2.9	Develop the work search tools required to find and maintain work (e.g., résumé, portfolio, job application letter).
		7.2.10	Demonstrate the skills, knowledge and attitudes necessary for a successful work interview.
7.1.10	<b>Personalise</b> Examine your experience of performing work activities and determine which abilities and attitudes contribute positively or negatively to the experience.	7.2.11	<b>Personalise</b> Acknowledge your personal qualities and skills and determine which you will build into your career goals and aspirations.
7.1.11	<b>Act</b> Improve your abilities and attitudes in order to contribute positively to work experiences (e.g., at home, at school, at work and/or in the community).	7.2.12	<b>Act</b> Create and engage in new work experiences (e.g., at home, at school, at work and/or in the community) that build on your personal qualities and use your transferable skills.

**AREA C – CAREER BUILDING (Cont.)**  
**COMPETENCY 7: SECURE/CREATE AND MAINTAIN WORK**

PHASE III		PHASE IV	
<b>7.3</b>	<b>Develop abilities to seek, obtain/create and maintain work</b>	<b>7.4</b>	<b>Improve on abilities to seek, obtain/create and maintain work</b>
	<b>Acquire</b>		<b>Acquire</b>
7.3.1	Explore skills, knowledge and attitudes required to locate, interpret and use information about work opportunities.	7.4.1	Investigate specific work that supports your desired career intentions.
7.3.2	Explore the attributes and employability skills necessary to obtain and maintain work.	7.4.2	Identify job opportunities that suit your own needs and values.
7.3.3	Explore the services or initiatives that support people's transitions.	7.4.3	Identify relationships that will help with finding work.
7.3.4	Understand that some work opportunities require flexibility and adaptability (e.g., relocating, learning new skills).	7.4.4	Update your work search tools and the skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).
7.3.5	Explore specific work opportunities in terms of working conditions and safety hazards, benefits, etc.	7.4.5	Explore strategies supportive of career change (e.g., on-the-job training, mentors, networking, continuous learning).
7.3.6	Explore volunteering as a proactive job search and personal development strategy.	7.4.6	Investigate the career planning/ employment and recruitment services available through organisations (e.g., government, educational institutions, business/industry and community agencies).
		7.4.7	Identify your transferable skills, knowledge and attitudes.
		7.4.8	Understand the importance of making career decisions that align with your preferred future.
	<b>Apply</b>		<b>Apply</b>
7.3.7	Demonstrate employability skills and attributes necessary to obtain and maintain work.	7.4.9	Establish relationships that will help with finding work.
7.3.8	Experience volunteering as a proactive job search or personal development strategy.	7.4.10	Market yourself using work search tools and skills (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).
		7.4.11	Experience the career planning, employment and recruitment services available through organisations (e.g. government, educational institutions, business/industry, and community agencies).
		7.4.12	Demonstrate the skills, knowledge and attitudes that are transferable from one work role to another.
		7.4.13	Plan career changes reflective of your preferred future.
	<b>Personalise</b>		<b>Personalise</b>
7.3.9	Evaluate work opportunities in terms of working conditions, benefits, etc., that are important to you.	7.4.14	Re-examine your networks and determine the relationships most helpful to your work search strategies.
7.3.10	Acknowledge your personal set of skills, knowledge and attitudes that contribute to seeking, obtaining/creating and maintaining work.	7.4.15	Evaluate your skills, knowledge and attitudes in terms of their effectiveness for seeking, obtaining/creating and maintaining work.
		7.4.16	Assess work opportunities in terms of your preferred future.
	<b>Act</b>		<b>Act</b>
7.3.11	Create and engage in work opportunities reflective of your personal set of skills, knowledge and attitudes.	7.4.17	Use up-to-date work search skills to create and engage in work opportunities reflective of your preferred future.
7.3.12	Adapt current or try new work search skills and tools.		

## AREA C – CAREER BUILDING

### COMPETENCY 8: MAKE CAREER ENHANCING DECISIONS

PHASE I		PHASE II	
8.1	Explore and improve decision making	8.2	Link decision making to career building
8.1.1 8.1.2 8.1.3 8.1.4 8.1.5 8.1.6 8.1.7	<b>Acquire</b> Understand how choices are made. Explore what can be learned from your experience. Explore what might interfere with attaining goals. Explore problem-solving techniques. Explore all alternatives in decision-making situations. Understand how personal beliefs and attitudes influence decision-making. Understand how decisions affect the decision maker and others.	8.2.1 8.2.2 8.2.3 8.2.4 8.2.5 8.2.6 8.2.7	<b>Acquire</b> Understand how personal beliefs and attitudes affect career decisions. Understand how career development is an ongoing process with a series of choices. Explore possible outcomes of your decisions on your career development. Understand how the expectations of others affect career building. Explore ways in which decisions about education and work relate to other major life decisions. Explore advantages and disadvantages of various courses and programs for the attainment of career goals. Understand how uncertainties about the future might influence learning and work choices.
8.1.8 8.1.9 8.1.10	<b>Apply</b> Assess what might interfere with attaining your career goals. Apply problem-solving strategies. Make decisions and take responsibility for them.	8.2.8 8.2.9 8.2.10 8.2.11	<b>Apply</b> Demonstrate how your own beliefs and attitudes influence your career decisions. Demonstrate how your choices reflect your desired career path. Compare the advantages and disadvantages of various courses and programs for the attainment of career goals. Make creative choices reflective of the changing world of work.
8.1.11 8.1.12	<b>Personalise</b> Examine your problem-solving strategies and evaluate their impact on the attainment of your goals. Evaluate the impact of your personal decisions on yourself and on others.	8.2.12 8.2.13	<b>Personalise</b> Consider how your decisions (about school, family, leisure, work, etc.) affect all areas of your life. Examine your creative scenarios and evaluate their impact on your own life.
8.1.13	<b>Act</b> Engage in responsible decision-making.	8.2.14	<b>Act</b> Engage in decision-making that suits your needs and values and is supportive of your career goals.



**AREA C – CAREER BUILDING (Cont.)**  
**COMPETENCY 8: MAKE CAREER ENHANCING DECISIONS**

PHASE III		PHASE IV	
<b>8.3</b>	<b>Engage in career decision making</b>	<b>8.4</b>	<b>Incorporate realism into your career decision making</b>
	<b>Acquire</b>		<b>Acquire</b>
8.3.1	Understand the importance of developing a range of scenarios supportive of your preferred future.	8.4.1	Explore what features (e.g., opportunities for advancement, management style, values of the organisation) you need to take into account when assessing the merits of work opportunities.
8.3.2	Investigate the requirements needed to qualify for chosen education/training courses.	8.4.2	Explore the effects that work opportunities may have on your career (life and work) goals.
8.3.3	Investigate the costs (living and fee-related) associated with education and training.	8.4.3	Understand how personal and environmental conditions may affect your decision-making.
8.3.4	Investigate strategies for securing financial assistance related to education and training.	8.4.4	Explore effective career decision-making skills, knowledge and attitudes.
8.3.5	Explore courses in terms of the skills, knowledge and attitudes required for entry-level work or advanced training.	8.4.5	Explore the potential consequences of decisions before finalising them.
8.3.6	Understand the steps required to make an effective transition (from school to post-secondary education/training programs or work, or to re-enter the workforce).		
8.3.7	Understand how personal values may influence your choices and actions.		
8.3.8	Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives.		
	<b>Apply</b>		<b>Apply</b>
8.3.9	Demonstrate responsibility for making educational and work choices.	8.4.6	Demonstrate the skills, knowledge and attitudes required to assess work opportunities.
8.3.10	Develop a range of scenarios supportive of your preferred future.	8.4.7	Demonstrate effective career decision-making skills, knowledge and attitudes.
8.3.11	Develop strategies for covering the costs (living and fee-related) associated with education/training possibilities and apply for needed assistance.	8.4.8	Determine your personal criteria for making decisions about learning, family and work.
8.3.12	Plan and complete the steps required to make an effective transition (from school to post-secondary education/training programs or work, or to re-enter the workforce).	8.4.9	Identify the likely consequences of your decisions before finalising them.
8.3.13	Develop creative or alternative choices reflective of the changing world of work		
	<b>Personalise</b>		<b>Personalise</b>
8.3.14	Evaluate educational and work choices in terms of your personal goals, values and financial means.	8.4.10	Decide what is important to you when assessing the merits of a work opportunity.
8.3.15	Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals.	8.4.11	Evaluate the impact of your decisions on you and others before making them.
	<b>Act</b>		<b>Act</b>
8.3.16	Create and engage in career experiences supportive of your values and goals.	8.4.12	Engage in decision-making that suits your needs and values and is supportive of your career goals.
8.3.17	Engage in decision-making that suits your needs and values and is supportive of your goals.		

## AREA C – CAREER BUILDING

### COMPETENCY 9: MAINTAIN BALANCED LIFE AND WORK ROLES

PHASE I		PHASE II	
<b>9.1</b>	<b>Explore and understand the interrelationship of life roles</b>	<b>9.2</b>	<b>Explore and understand the interrelationship between life and work roles</b>
9.1.1	<b>Acquire</b> Explore the many life roles an individual may have (e.g., friend, student, family member, and community member).	9.2.1	<b>Acquire</b> Understand how different work and family roles require varying kinds and amounts of energy, participation, motivation and abilities.
9.1.2	Explore work-related activities that take place in the home, the community and at school.	9.2.2	Understand how work roles satisfy personal and/or family needs.
9.1.3	Understand how family members depend on one another, work together and share responsibilities.	9.2.3	Examine how personal goals can be satisfied through a combination of work, community, social and family roles.
9.1.4	Understand how community members/neighbours depend on one another, work together and share responsibilities.	9.2.4	Explore the interrelationships between family, work and leisure decisions.
		9.2.5	Understand the importance and impact of leisure activities in your life.
		9.2.6	Discover how work skills, knowledge and attitudes can be acquired through leisure and volunteer work.
9.1.5	<b>Apply</b> Identify work-related activities in the home, community or school.	9.2.7	<b>Apply</b> Identify how your current or preferred life and work roles satisfy your personal and family needs.
9.1.6	Demonstrate how you work with other family members and share family responsibilities.	9.2.8	Plan and experience leisure activities that contribute to a balanced life.
9.1.7	Identify the impact of one life role (as a friend, a classmate, a relative or member of a community organisation) upon other life roles.	9.2.9	Demonstrate how work skills, knowledge and attitudes are acquired through leisure.
9.1.8	<b>Personalise</b> Examine your different life roles and evaluate your responsibilities within each of them.	9.2.10	<b>Personalise</b> Examine your leisure activities and determine which ones contribute to a balanced life.
9.1.9	<b>Act</b> Engage responsibly in each of your current life roles.	9.2.11	<b>Act</b> Engage in work and leisure activities that are supportive of your life and work goals.

**AREA C – CAREER BUILDING (Cont.)****COMPETENCY 9: MAINTAIN BALANCED LIFE AND WORK ROLES**

PHASE III		PHASE IV	
<b>9.3</b>	<b>Link lifestyles and life stages to career building</b>	<b>9.4</b>	<b>Incorporate life/work balance into the career building process.</b>
9.3.1	<b>Acquire</b> Understand the concept of life stages	9.4.1	<b>Acquire</b> Explore how your family life impacts upon achieving a balanced and productive life.
9.3.2	Understand the concept of lifestyles.	9.4.2	Explore work's contribution to and impact on creating a balanced and productive life.
9.3.3	Understand the factors that influence or impact upon lifestyles (e.g., socioeconomic status, culture, values, work choices, work habits).	9.4.3	Explore strategies for negotiating with family members and employers to achieve life/work balance.
9.3.4	Understand the life stage factors that influence your career building.		
9.3.5	<b>Apply</b> Examine the type of lifestyle you want at this stage of your life.	9.4.4	<b>Apply</b> Demonstrate how you are balancing your life and work roles.
9.3.6	Identify and experience work scenarios reflective of your life stage and lifestyle.	9.4.5	Apply strategies for negotiating with family members and employers to achieve life/work balance.
9.3.7	Recognise that your preferred lifestyle, your life stage and your career building are connected.		
9.3.8	<b>Personalise</b> Examine your work scenarios and determine which ones are supportive of your life stage and lifestyle.	9.4.6	<b>Personalise</b> Determine the value you place on work, family community and leisure activities.
9.3.9	Acknowledge the factors that influence or impact upon your lifestyle (e.g., socioeconomic status, culture, values, work choices, work habits, injury, illness).	9.4.7	Identify any habits or attitudes that work against achieving life/work balance.
9.3.10	Acknowledge the life stage factors that have influenced or are influencing your career building.		
9.3.11	<b>Act</b> Take active steps to moving closer towards your preferred lifestyle, while considering your life stage.	9.4.8	<b>Act</b> Engage in life, learning and work activities that support your lifestyle and life stage goals and contribute to a balanced life.

## AREA C – CAREER BUILDING

### COMPETENCY 10: UNDERSTAND THE CHANGING NATURE OF LIFE AND WORK ROLES

PHASE I		PHASE II	
<b>10.1</b>	<b>Discover the nature of gendered life and work roles</b>	<b>10.2</b>	<b>Explore non-traditional life and work options</b>
10.1.1	<b>Acquire</b> Understand the positive impact of work on people (e.g., enhanced self-esteem, financial independence).	10.2.1	<b>Acquire</b> Identify non-traditional life and work options
10.1.2	Discover the changing roles of men and women in work and family settings (e.g., men at home, women in high administrative functions).	10.2.2	Investigate advantages and challenges of entering non-traditional work.
10.1.3	Understand how the contributions of individuals both inside and outside the home are important to family and community (e.g., family financial independence, community volunteering).	10.2.3	Explore the advantages of following your personal interests, even if they are most often considered non-traditional to your gender.
		10.2.4	Understand the concepts of stereotypes, biases and discriminatory behaviours.
10.1.4	<b>Apply</b> Outline the life and work roles of men and women that you know.	10.2.5	<b>Apply</b> Follow your personal interests, even if they are most often considered non-traditional to your gender.
10.1.5	Contribute both inside and outside the home.	10.2.6	Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles.
10.1.6	<b>Personalise</b> Examine the type of work and family roles you would be ready to consider.	10.2.7	<b>Personalise</b> Acknowledge your own stereotypes, biases and discriminatory behaviours that may limit opportunities for you or others in certain work roles.
10.1.7	Examine and acknowledge the positive impact of work and family on your life		
10.1.8	<b>Act</b> Engage in family and work activities without paying attention to gender stereotypes.	10.2.8	<b>Act</b> Develop attitudes and behaviours that are not based on gender stereotypes.

**AREA C – CAREER BUILDING (Cont.)****COMPETENCY 10: UNDERSTAND THE CHANGING NATURE OF LIFE AND WORK ROLES**

PHASE III		PHASE IV	
<b>10.3</b>	<b>Understand and learn to overcome stereotypes in your career building</b>	<b>10.4</b>	<b>Seek to eliminate gender bias and stereotypes in your career building</b>
10.3.1	<b>Acquire</b> Examine factors that have influenced the changing career patterns or pathways of women and men.	10.4.1	<b>Acquire</b> Investigate recent changes in gender norms and attitudes.
10.3.2	Examine gender stereotyping and bias in education and training programs and work settings.	10.4.2	Investigate trends in the gender composition of the labour force.
10.3.3	Identify attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping.	10.4.3	Explore difficulties that arise from stereotyping occupations.
10.3.4	Investigate advantages and challenges of adopting non-traditional work roles	10.4.4	Explore skills, knowledge and attitudes that help eliminate stereotyping in education, training, family and work environments.
10.3.5	<b>Apply</b> Demonstrate attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping.	10.4.5	<b>Apply</b> Demonstrate skills, knowledge and attitudes that help eliminate stereotyping in education, training, family and work environments.
10.3.6	<b>Personalise</b> Assess your willingness to contribute to overcoming gender bias and stereotyping.	10.4.6	<b>Personalise</b> Evaluate the impact that trends in the gender composition of the labour force have on your career plans.
10.3.7	Examine the possibility of adopting non-traditional work roles.	10.4.7	Determine your own willingness to adopt strategies or take actions that help eliminate gender bias and stereotyping.
10.3.8	Consider fulfilling work roles regardless of gender bias and stereotyping.		
10.3.9	<b>Act</b> Create and engage in fulfilling career experiences regardless of gender bias and stereotyping.	10.4.8	<b>Act</b> Create and engage in career experiences that help eliminate gender bias and stereotyping.

## AREA C – CAREER BUILDING

### COMPETENCY 11: UNDERSTAND, ENGAGE IN AND MANAGE THE CAREER BUILDING PROCESS

PHASE I		PHASE II	
11.1	<b>Explore the underlying concepts of the career building process</b>	11.2	<b>Understand and experience the career building process</b>
	<b>Acquire</b>		<b>Acquire</b>
11.1.1	Explore the concept of ‘change is constant’ and its relationship to career building.	11.2.1	Explore the concept that every decision is a career decision.
11.1.2	Explore the concept of ‘learning is an ongoing process’ and its relationship to career building.	11.2.2	Understand the concept of building your own career.
11.1.3	Explore the concept of ‘following your heart’ and its relationship to career building.	11.2.3	Understand the difference between career planning and career building.
11.1.4	Explore the concept of ‘goal setting as a source of inspiration and motivation’ in career building.	11.2.4	Understand the importance of developing flexible and adaptable short-term action plans within the career building process.
11.1.5	Understand the value of ‘focusing on the journey’ in career building.	11.2.5	Understand the concept of a preferred future as part of the career building process.
11.1.6	Discover the benefits of strong relationships to career building.	11.2.6	Understand the concept and importance of a career portfolio.
	<b>Apply</b>		<b>Apply</b>
11.1.7	Recognise situations of change and transformation in your environment.	11.2.7	Define your preferred future.
11.1.8	Seek desired information and learn from different sources.	11.2.8	Develop short-term action plans in step with your preferred future.
11.1.9	Try new experiences according to your dreams, personal values and interests.	11.2.9	Create and maintain your career portfolio.
11.1.10	Plan and take part in an activity of interest and describe what has been learned during the activity.		
11.1.11	Identify the set/s of relationships in your life.		
	<b>Personalise</b>		<b>Personalise</b>
11.1.12	Examine your opinions and feelings about change, learning, following your heart, setting goals, focusing on the journey and having or developing a network of allies.	11.2.10	Re-examine and assess your preferred future against newly acquired information about yourself and the world of work.
	<b>Act</b>		<b>Act</b>
11.1.13	Engage in experiences that expose you to change, continuous learning, personal values and dreams, goal setting, enjoying the journey and interacting with your allies.	11.2.11	Take steps to move towards your preferred future.
		11.2.12	Adjust your preferred future as experience changes your knowledge of yourself.

**AREA C – CAREER BUILDING (Cont.)****COMPETENCY 11: UNDERSTAND, ENGAGE IN AND MANAGE THE CAREER BUILDING PROCESS**

PHASE III		PHASE IV	
11.3	Take charge of your career building process	11.4	Manage your career building process
11.3.1	<b>Acquire</b> Understand the concept of the labour market and its relationship to career building.	11.4.1	<b>Acquire</b> Explore the nature of career transitions and their impact on the career building process.
11.3.2	Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process.	11.4.2	Investigate the choices and challenges of major transitions (e.g., becoming a parent/spouse/retiree, losing a job, injury, illness).
11.3.3	Understand the difference between risk taking in career building and risk-taking in the workplace.	11.4.3	Explore financial and lifestyle needs and their relationship to career roles.
11.3.4	Understand how information about yourself and the labour market is important to the career building process.	11.4.4	Explore effective strategies to use during transitional periods.
11.3.5	Explore the notion of career scenario building as an integral component of the career building process.	11.4.5	Understand the importance of updating your resume and portfolio using newly acquired information about yourself and the labour market.
11.3.6	Understand the importance of pursuing short-term career action plans.	11.4.6	Understand the importance of revisiting and fine-tuning your preferred future, career goals and aspirations, and short-term action plans.
11.3.7	<b>Apply</b> Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.).	11.4.7	<b>Apply</b> Plan and apply coping strategies during transition periods (e.g., starting a family, retirement, losing a job, injury, illness).
11.3.8	Update your resume and/or portfolio using newly acquired information about yourself and the labour market.	11.4.8	Update your resume and/or portfolio.
11.3.9	Build career goals, aspirations and experiences that align with your preferred future.	11.4.9	Review your preferred future and fine-tune your career action plans.
11.3.10	Develop and pursue short-term action plans in light of your desired career goals and aspirations.	11.4.10	Pursue your action plans.
11.3.11	Experience different roles through work experience, volunteering, social events, etc.		
11.3.12	<b>Personalise</b> Refine your self-perception (based on your career experiences) and evaluate its impact on your decisions or choices.	11.4.11	<b>Personalise</b> Re-examine your career goals, action plans and your strategies for dealing with transition periods and determine whether or not it is necessary to adjust them.
11.3.13	Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short-term action plans.		
11.3.14	<b>Act</b> Engage in a career building process that truly reflects your own needs, desires and values.	11.4.12	<b>Act</b> Adapt your preferred future in order to always reflect your true needs, desires and aspirations.







## CHAPTER FOUR

# Using the Blueprint

In this chapter, you will find suggestions and tips for how to use the *Blueprint* for particular purposes such as:

- Designing, implementing, evaluating and revising a comprehensive career development program
- Reviewing or mapping a course or curriculum to determine which career management competencies it covers
- Creating a short career development course or workshop
- Determining an individual's level of mastery of the career management competencies, so that you can develop an intervention strategy to address their needs
- Ensuring that the resources you develop address specific career management competencies
- Reviewing a career resource/product to determine the career management competencies it targets, and
- Reviewing your organisation's career information resources to determine which career management competencies are covered.

# Introduction

As has been mentioned previously, the *Blueprint* is a comprehensive document with multiple uses. Career development practitioners within learning organisations, including primary and secondary schools, training organisations, adult community educators, universities, employment service providers and private sector companies have used the *Blueprint* competencies as a basis for:

- Curriculum/course or workshop planning
- Designing, developing, evaluating and revising career education programs
- Integrating career management competencies across school curricula
- Review career information products
- Developing individual career portfolios.

This chapter provides you with information on the ways in which you might use the *Blueprint* for particular tasks. It is important, however, that these step-by-step guides do not unintentionally trivialise the ways in which organisations respond to the complex career development needs of individuals.

The goal, which is to enable individuals to manage their life, learning and work effectively, needs to be kept uppermost. These step-by-step processes are simply a means to achieving that goal. Once you have experimented with the *Blueprint*, you will undoubtedly find alternative ways of using it to meet the needs of your learners or clients.

## ADDITIONAL RESOURCES

A range of downloadable resources, including a professional development kit, that support the *Blueprint's* implementation are available at: [www.blueprint.edu.au](http://www.blueprint.edu.au).

You will also find a series of case studies that describe the many ways in which others have used the *Blueprint*.

# Design a Comprehensive Career Development Program

Establishing a new career development program designed to develop the *Blueprint* competencies is large task that can be broken into three stages:

1. The planning stage
2. The development stage, and
3. The implementation stage.

Each stage is important to the success of your program. By investing the time and effort at the planning and development stages, you will be able to involve others in your program and hopefully secure the commitments and resources needed for a sustainable program. The table below provides an overview of the stages and steps that are described fully in the section that follows.

THE PLANNING STAGE		
Step One	Establish a steering committee	
Step Two	Assess your learner’s needs	1. Identify your respondents 2. Finalise the needs assessment survey 3. Collect data 4. Analyse data and write report
Step Three	Select competencies and performance indicators and establish local standards	a) Select career management competencies and performance indicators b) Develop sequence for delivery c) Document mission statement and local standards d) Obtain endorsement from administration and management
THE DEVELOPMENT STAGE		
Step One	Focus your committee’s efforts on the development of your program	
Step Two	Select learning activities	
Step Three	Complete your career development program plan	
Step Four	Design the evaluation	a) Outline the evaluation b) Document the evaluation plan
Step Five	Identify professional development needs	
THE IMPLEMENTATION STAGE		
Step One	Involve your steering committee in the implementation	
Step Two	Conduct staff development	
Step Three	Monitor program implementation	
Step Four	Evaluate and use results for program improvement	

## Step One Establish a Steering/Advisory Group

It is desirable to include members who represent a wide range of interests and influence when you establish a steering committee to guide the development of your new program. Make sure you invite administrators or managers who can facilitate support and communication as well as prospective users of your program and members of the wider community, including parents, employers and other government or community service agencies.

Before you decide to establish a steering committee, check if there are other existing committees that might take on this responsibility. For example, a primary school may have a school improvement committee or a high school may have a school-to-work or a transition committee. Many companies have human resource development or talent management advisory groups.

With resources at a premium, it is wise to collaborate with other efforts when possible so investigate your own situation and see if it makes sense to partner with an existing committee. Whatever you decide, it is important that the Chair of your steering committee has a genuine interest in and commitment to the vision of establishing a comprehensive career development program.

In cases where the establishment of a steering committee is not possible or is inappropriate, it is important to find other ways of ensuring that your program is developed in partnership with all important stakeholders.

## Step Two Assess Your Learners' Needs

It is important that the career management competencies and performance indicators selected for your program reflect the needs of the people you serve. The most effective way to verify the career management competencies and performance indicators is to conduct a needs assessment, which:

- Identifies the needs of your clients
- Provides information for program planning
- Provides information to staff and policy-makers to ensure their support, and
- Provides a basis for selecting and implementing program activities/learning experiences.

It is critical to allocate adequate resources (time and funds) for the needs assessment. There are many ways to conduct a needs assessment from simple brain-storming and prioritising in a group through to conducting a more formal survey. You must decide on the best approach to use in your situation to complete the following tasks:

### a) Identify your respondents.

You will need to determine:

- Which groups will be assessed?
- How these groups will be sampled?

The individuals you serve, your administrators/managers and staff are the initial groups to be surveyed. You might find it beneficial to also survey external groups, such as local business or parents or former clients that are particularly relevant in your setting. Be careful to ensure that your survey sample is large enough to be representative of the population so that your results are meaningful. Thus, it is important to factor in your expected rate of response when estimating the number to be surveyed.

### b) Finalise the needs assessment survey

It is helpful to have a measurement specialist involved in answering such questions as:

- How will the survey be constructed?
- How will you ensure that the survey gathers relevant information?
- What alternative forms will be developed for groups with special needs - such as those with low literacy levels?
- How will you format the survey for easy tabulation?

This may appear to be quite a formal process, but with an expert's assistance it needn't be onerous or time-consuming.

Appendix A contains an example of a needs assessment survey that uses the career management competencies as its base. Variations of the basic form could be constructed to assess the needs of particular groups. The *Career Development Needs Assessment Survey* checklist that follows also provides further guidance.

#### A NEEDS ASSESSMENT SURVEY CHECKLIST

1. Write clear and simple directions
2. Check to see that the reading level is appropriate for your population
3. Ensure that the survey is bias-free
4. Plan to accommodate people with disabilities who are part of your survey group
5. Keep the length of the survey reasonable. People are not as likely to respond to a survey that is excessively long
6. Structured responses (yes/no, multiple choice, scale ranking) are easier to tabulate than open-ended responses
7. Develop a system to ensure confidentiality of responses, if necessary. Conform to ethical guidelines that apply to your context, and develop permission forms where necessary.

### **c) Collect data**

Your plan for administering the survey and collecting data should include procedures, a time schedule and methods for follow-up to ensure an adequate response. Because the information being collected is the basis for establishing local standards, it is important that the needs assessment be conducted properly.

### **d) Analyse data and write report**

A careful analysis of the data collected in the needs assessment will lead you to identify the career management competencies and performance indicators that will become the core content of your program. More detailed information can be obtained by performing separate analyses for each group of respondents. Data analysis questions include:

- What career management competencies and performance indicators were rated most and least important?
- Did the results differ by groups?
- How can we best report the results?

In your needs assessment report, summarise both the results as well as the processes used to gather the information. A well-written report is a powerful tool that can be instrumental in garnering support for the development of your program.

In addition to sharing the findings internally, it may be advantageous to disseminate the report to a wider audience. Schools, for example, can use this opportunity to keep the wider community, including parents, advised about the progress they are making toward implementing a viable career development program. Career development service providers can alert employers to services that will be provided. In business organisations, the needs assessment report can be used to demonstrate the company's commitment to the growth and development of its employees

## **Step Three Select Competencies and Performance Indicators and Establish Local Standards**

Information obtained from the needs assessment survey is used to verify the selection of the career management competencies and performance indicators for the individuals you serve. The goal is to develop a comprehensive set of competencies and performance indicators with measurable local standards (i.e., specific quality/quantity statements about the performance indicators) that reflect the needs of your learners. To put this another way, you are trying to determine:

- what learners generally need to be able to know, do or feel differently (career management competencies)
- what specific skills, knowledge and attitudes learners need in order to demonstrate the career management competency, and
- how well and under what conditions learners need to demonstrate their competence against performance indicators (local standards).

The steps that follow will help you to select career management competencies and performance indicators and to establish your local standards.

### a) Select career management competencies and performance indicators

The team with responsibility for needs assessment must ask several questions before making any decisions:

- What criteria will be used for selecting the career management competencies and performance indicators? For example, is the career management competency that has emerged in the needs assessment one that fits our teaching mandate?
- Who will be involved in the process? That is, who, specifically, in our school, college, organisation or department decides what learners will be exposed to?
- What criteria will be used to determine whether or not to add performance indicators (beyond those in the *Blueprint*) that were suggested by a survey respondent? For example, suppose an employee responding to a survey within an organisation makes a request regarding the ability to “manage up” (i.e., manage your manager), which is neither a career management competency nor performance indicator within the *Blueprint*. How will this suggestion be accepted or rejected?

An important criterion for career management competency and performance indicator selection should be the organisation’s capabilities and resources for program development. Keep in mind that many successful programs are established by starting small and building on experience.

### b) Develop sequence for delivery

After local standards have been established, a sequence can be developed that outlines at what point individuals should receive the assistance that will enable them to demonstrate the career management competencies. For example, many career development practitioners believe that personal management competencies should be acquired prior to work and learning exploration competencies. Use these principles to guide the process:

- The sequence of delivery reflects individual readiness.
- The sequence of delivery is compatible with other programs in the institution.
- The needs assessment information is used in determining the sequence of delivery.

### c) Document mission statement and local standards

After the career management competencies and performance indicators have been selected and local standards developed, you are ready to craft a description of the overall goals and mission of your career development program. The mission narrative should be supported by a display of your program’s career management competencies along with their performance indicators/local standards. Submit the document to your advisory group for review and recommendations. Once completed, this document will become the first part of your Career Development Program Plan.

This may seem an inappropriate time to define a mission—presumably, everyone involved thus far had some sense of direction! However, the actual crafting of a mission statement, if it is truly to represent the population being served, should occur after a needs analysis.

### d) Obtain endorsement from administration and management

It is essential that your administration and management team endorse the mission, career management competencies and performance indicators with local standards. Their endorsement is the foundation upon which you will build when implementing your program

and attaining the necessary resources. This endorsement can also be used for public information purposes to gain further internal and external support.



## DEVELOP

**Step One Focus your Committee's Efforts on the Development of your Program**

During the development phase, make sure your Steering Committee or working team pays special attention to issues such as the scope and sequence of activities within your program and how these might articulate with other programs, both internal and external. Attention to these issues brings added benefit to all ensuring that:

- Programs in your area meet the career development needs of all individuals served.
- Duplication within and across organisations is reduced.
- Programs offer a continuity of lifespan career development assistance to individuals in your community.

You could initiate an exciting forum with representatives from several organisations (e.g., secondary and post-secondary institutions, community-based organisations, workforce development agencies, business and industry).

One result might be a career development plan for your area that includes procedures for sequencing programs, coordinating program activities and communicating information, where appropriate, about the career development of individuals.

**Step Two Select Learning Activities**

The design process focuses on selecting or developing new activities to support the development of the competencies and the demonstration of competence. There are numerous sources that you can use to find information about successful activities in other places. Although you may not have the time or resources to use all of them, many are easily accessible and will yield a wealth of information:

- There are national and state/territory professional associations committed to providing information to improve career development programs. Many publish newsletters, conduct conferences, and provide resource services related to career development programs.
- Attend conferences and workshops to obtain information about new program activities.
- Visit exemplary programs to observe them in action and talk with staff to gain more information about how to implement similar activities in your setting.
- Visit the *Australian Blueprint for Career Development* site: [www.blueprint.edu.au](http://www.blueprint.edu.au)
- Visit the national career information site – myfuture: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Consult with others. Possible resource people include parents, employers, fellow staff members, staff from local human services agencies or other education and training institutions, state/territory head office agency staff, or private consultants.

In selecting new activities, questions to ask are:

- What evidence is there that the activity is effective?
- Is the activity appropriate for the needs of the individuals we serve?
- Do our staff members have the expertise needed to implement the activity?
- Will resources be available to implement the activity?

The *Activity Selection, Design and Measurement Form* is included in Appendix B. It may help you gather and organise your program information.

### **Step Three Complete your Career Development Program Plan**

The next task is to finalise the development of your Career Development Program Plan. During the planning step, you developed the mission statement and local standards section of your plan. You are now in a position to complete the following sections:

#### **Program Description**

This section describes your program organised by each of the career management competencies and local standards. You should describe as fully as possible the specific activities for each local standard; the learners your program caters for; the staff who will deliver the activities; and a timeline stating when each of the activities will begin and end.

#### **Program Structure**

This section describes the program's support framework including a description of who will manage the program and their support requirements such as released time; a description of each type of staff (or specific staff member) who has a role in the program; a listing of the types of facilities needed to conduct the program including physical space, equipment, resources, materials and supplies; formal budget detailing by line item the financial support required; and a management plan that describes all management tasks needed to ensure successful implementation of the program including the areas of coordination, evaluation and research, public relations, articulation and staff development

#### **Program Schedule**

This section contains a timeline for the delivery of the program with the activities listed by month and groups served.

## Step Four Design the Evaluation

### a) Outline the evaluation

You will need to:

- Determine the focus of your evaluation – you may wish to evaluate how well individuals met the local standards or how effectively the program has been implemented. In other words, are you interested in the outcomes or the process or both?
- Identify procedures for evaluating how well individuals met the local standards, or how effectively the program has been implemented.
- Identify sources of evaluation information, selecting methods to collect information, deciding how much information is needed (e.g., all individuals served or a sample) and planning data collection procedures and logistics.
- Determine how evaluation data will be handled, verified for completeness and quality, analysed and interpreted.
- Identify potential audiences for the evaluation report
- Determine what tasks need to be completed, what resources are needed to complete each task, who is responsible, and the timelines for their completion.

### b) Document the evaluation plan

When you have made these determinations, write a summary of the evaluation plan and include it as the last element of your Career Development Program Plan. Remember that you do not need to wait until the end of your program to evaluate your processes. Monitoring your progress and seeking the opinions of a variety of stakeholders will help you to improve your program on a continuous basis and to truly engage other stakeholders in its ongoing development.

## Step Five Identify Professional Development Needs

Successful implementation of the improved career development program is closely related to the extent to which staff have developed the competencies needed to coordinate and implement the program. Because the career development program includes a wide range of knowledge, skills and attitudes for individuals to achieve, staff also need to acquire a wide range of skills.

Invariably, staff members need professional development experiences to strengthen their own skills related to career development activities. Areas of need include developing curriculum or training activities, identifying and using career and labour market information resources, conducting individual and group assessment, consulting effectively, coordinating the career development program, and meeting the career development needs of special populations.

In the development/redesign phase, the important issue is to identify these development needs so that arrangements to meet them can be made.

## IMPLEMENT

### Step One Involve your Steering Committee in the Implementation

The commitment and hard work of your steering committee or work team during the planning and development steps show results during implementation. Make sure that you also maintain their involvement during implementation, so that they can witness the fruits of their labour.

### Step Two Conduct Staff Development

You will need to organise an initial orientation to the career development program for other staff who will be involved in program implementation. It should include an overview of the new program and specific advice/training on how to conduct new activities.

### Step Three Monitor Program Implementation

Your career development plan provides a basis for ongoing monitoring of your new program. If problems do occur, their source (lack of time, resources and/or skills, etc.) should be identified and workable solutions found quickly.

Individual staff members can be encouraged to monitor their own activities using the program schedule of your plan. Regular meetings with the staff can provide an opportunity to identify concerns, share successes, clarify the program schedule and identify design problems with specific activities.

### Step Four Evaluate and Use Results for Program Improvement

You can use your program evaluation results to monitor individual progress, to assess program effectiveness and to communicate benefits and needs of the program to others. Some questions to consider include:

- To what audiences will we release evaluation results?
- What methods will we use to distribute the evaluation results?
- What process will we use to make program decisions based on the evaluation results?

Your program evaluation results are a powerful tool that can be used to:

- Determine the effectiveness of the revised program for enhancing the attainment of the career development local standards.
- Communicate the strengths, benefits and future requirements of the career development program.

A final written report should be completed that summarises program strengths and weaknesses, identifies priorities for program improvement and suggests improvements in the evaluation procedures. When improvement priorities have been established, you can begin implementing needed improvements. The Career Development Program Plan and the Final Evaluation Report can be used to communicate the strengths, benefits and needs (e.g., human/physical resources) of the program to key groups. Sharing this information increases awareness and understanding, strengthens support and justifies the use of resources.

# Create a Short Career Development Course or Workshop

Creating a short career development course/workshop for a targeted purpose will require similar steps to those described in the previous section, which outlines how to establish a comprehensive career development program.

## **Step 1 Read the Section on Developing a Comprehensive Career Development Program.**

Work your way through the previous section, but as you do keep in mind that it assumes the development/redesign of a large, comprehensive initiative. Because you are developing a specific, targeted program/workshop, you will be able to move through the process much more quickly. For example, you may not need a steering committee. However, it is still worth reading this section to see what functions the committee/work teams perform, as you will need to perform many of these functions yourself.

## **Step 2 Assess Your Learner's Needs**

Your needs assessment may already be done for you. Sometimes, you are asked to create a program by an administrator or a funding body, which tells you the career management competencies to be acquired and the outcomes to be achieved by the program. Presumably, the person requesting the program and specifying its contents has done some sort of needs analysis. If not, it is important that you read the previous section on conducting a needs assessment in the previous section. It will help you to focus on the competencies and indicators that your learners wish to develop.

## **Step 3 Select Learning Activities**

In selecting activities to facilitate learning during your workshop, questions to ask are:

- What evidence is there that the activity is effective?
- Is the activity appropriate for the needs of the individuals we serve?
- Do our staff members have the expertise needed to implement the activity?
- Will resources be available to implement the activity?

## **Step 4 Assess Learning Outcomes**

If you plan to assess learning outcomes for individuals in your short course or workshop, it is important that you understand how to create appropriate local standards for the performance indicators of the career management competencies that your short course targets. You will find essential information on establishing local standards in Chapter 2.

## **Step 5 Obtain Learner Feedback and Use Results for Program Improvement**

You can use the feedback you receive to assess your workshop's effectiveness and to communicate the benefits of the program to others.

# Review a Career Development Course or Curriculum

A program review/mapping of existing activities enables you to determine how well your current program activities help individuals to develop and to demonstrate their mastery of the *Blueprint* competencies. The review should help you to answer the following questions:

- What are the strengths of the current program?
- What audience is being reached by your current career development activities?
- What areas need to be improved?
- What are some recommendations for change?

## Step 1 Select Appropriate Review Tools

Go to Appendix D entitled *Career Management Competency and Performance Indicator Checklist By Phase*. Find the career management competency and performance indicator list for the phase that best ‘fits’ the learners in your existing program, and make a copy for yourself.

Find the list of the learning objectives for the course/program you are reviewing and make a copy that you can write on.

## Step 2 Examine Course Objectives against Career Management Competencies

Examine each learning objective in your course/curriculum and identify the *Blueprint* career management competency and performance indicators, if any, to which each corresponds. Write the performance indicator number beside each learning objective. Also, check off the performance indicator on the *Career Management Competency and Performance Indicator Checklist By Phase* when a learning objective corresponds to it.

At the end of this process, you will be able to review the *Career Management Competency and Performance Indicator Checklist By Phase* to see which performance indicators are not addressed, or addressed only minimally.

## Step 3 Set Program Improvement Priorities

- What are the strengths and weaknesses of the current program related to each of the career management competencies?
- What are the strengths and weaknesses of our current program structure?
- Based on the needs of the people you serve and your program strengths and weaknesses, what are the priorities for program improvement?

## Step 4 Write Program Review Report

Write a final summary of the program review that provides an overview of program strengths and weaknesses and identifies priorities for program improvement. This document will provide the direction to revise your program. It can also be used to gain support from central administration and management for the program improvement process.

# Determine a Learner's Mastery of the Career Management Competencies

The following steps will be helpful if you wish to work with your clients to determine their levels of mastery of the career management competencies so that you can develop an intervention strategy that will meet their needs.

## Step One Determine the Most Appropriate Developmental Phase

Determine which *Blueprint* phase you need to look at first by checking the list below.

- Phase IV: Your course/program is targeted to adults
- Phase III: Your course/program is targeted to students in the senior/post-compulsory years
- Phase II: Your course/program is targeted to students in the middle years of schooling
- Phase I: Your course/program is targeted to students in the K-primary years of schooling

## Step Two Select Appropriate Checklist

Go to Appendix C and make a copy for each learner of the *Career Management Competency Checklist* that is appropriate to your phase. Next you will need to find the *Career Management Competency and Performance Indicator Checklist* for the phase that fits your clients/students (Appendix D). Make a copy of this list for each student/client.

## Step Three Encourage Self Assessment

Where appropriate, give each learner the *Career Management Competency Checklist* and the career management competency and performance indicator list. Have them read each career management competency and the performance indicators for each career management competency, asking themselves:

- *Is this career management competency something I'm comfortable with?*
- *Could I demonstrate my competence against the performance indicators that are listed?*

Ask them to fill out the *Career Management Competency Checklist* based on their answers to these questions.

## Step Four Repeat the Process

If you find that your clients can check off very few (less than four) career management competencies, repeat the above process at a lower phase (e.g., if you were working with Phase IV career management competencies, go back and try Phase III).

## Step Five Assess the Learners' Ranking of the Competencies

Gather all the career management competency checklists and count the marks beside each career management competency. Rank order the career management competencies from fewest checked to most checked.

## Step Six

### Plan Appropriate Interventions

You are now in a position to plan interventions to address the career management competencies at the top of their list. Make sure that you look at the lower phase career management competencies and performance indicators for the career management competencies you are working on as you develop your interventions! This will really help you determine prerequisites to the career management competencies.

In some cases, your learners may find it difficult to work with the checklists. You will need to adapt or simplify the language of the checklists before you give them to learners. Even then, you may find these assessment checklists unsuitable for unmediated use.

If you are working with individual learners, you can easily help them with prompting questions. In a group setting, you will need to make sure the group is small enough that you have time to help those who might be struggling.



# Ensure that a Newly Developed Resource Addresses Specific Competencies

If you are developing a new career resource and you want to ensure that it addresses specific career management competencies for the desired developmental phase, the following steps will be helpful.

## **Step One**      **Identify the Developmental Phase**

Figure out what *Blueprint* phase you need to look at by checking the list below. Remember that determining the phase you want to use is always based on need first and age second:

- Phase IV: Your resource is targeted to adults
- Phase III: Your resource is targeted to students in their senior/post-compulsory years
- Phase II: Your resource is targeted to high school students in the middle years.
- Phase I: Your resource is targeted to K-primary students.

## **Step Two**      **Find the Appropriate Checklist**

Go to Appendix D entitled *Career Management Competency and Performance Indicator Checklist By Phase*. Find the *Career Management Competency and Performance Indicator Checklist* for the phase that fits the likely users of your resource. Go through the career management competencies and performance indicators and select the ones you want your resource to address.

## **Step Three**      **Develop your Resource**

Develop your resource, ensuring it has all the necessary elements that will enable users to develop the selected career management competencies and the performance indicators you have selected.

# Review a Product to Determine the Career Management Competencies it Targets

If you have developed a product and want to let users know the competencies it addresses and who the target audience is, you will find the following steps useful.

## **Step One Assemble a Small Team**

If you can, find one, two or three others to help review your resource.

## **Step Two Select a Developmental Phase**

Figure out what *Blueprint* phase you need to look at by checking the list below:

- Phase IV: Your resource is targeted to adults.
- Phase III: Your resource is targeted to students in their senior/post-compulsory years.
- Phase II: Your resource is targeted to high school students in the middle years.
- Phase I: Your resource is targeted to K-primary students.

## **Step Three Find the Appropriate Checklist**

Go to Appendix D entitled *Career Management Competency and Performance Indicator Checklist By Phase*. Find the *Career Management Competency and Performance Indicator Checklist* for the phase that fits your resource's clients/students. Make as many copies of this list as you will have people reviewing your resource. You will also need to make several copies of the *Product Coding Matrix*. Select the table for the phases you are working with. These can be found in Appendix E.

## **Step Four Develop your Matrix**

Complete the column headings of the matrix you have selected by labelling each with a section/component in your resource (e.g., chapters, software components, exercises, sessions, units, lesson plans). Give a copy of your matrix, now complete with column headings, to each person reviewing the resource.

## **Step Five Conduct Assessment**

Have each reviewer go through each section of the resource and assess which career management competencies the section addresses.

## **Step Six Review Judgements**

Bring the reviewers together and go through each person's assessment, section by section. For each section, come to consensus regarding the career management competencies it addresses.

## **Step Seven Communicating the Results**

Decide how you will communicate the assessment to users/purchasers of your resource. You may want to put the full matrix information on an inside cover of the resource, in your catalogue, or on a website. You may also want to condense the information, highlighting only the career management competencies and phases that the resource addresses.

# Review a Product to Determine the Competencies it Covers

If you are considering purchasing a product for a library, career resource centre or a counselling office and you want to review the career management competencies it targets, the following steps will be helpful.

## Step One Find the Appropriate Checklist

Go to Appendix D entitled *Career Management Competency and Performance Indicator Checklist By Phase*.

## Step Two List Sections for Review

Make a list of each section/component in the resource you're reviewing (e.g., chapters, software components, exercises, sessions, units, lesson plans). This list should look like a table of contents and it should have some room for the reviewer/s to insert career management competency/performance indicator numbers. (See the example below)

## Step Three Conduct an Assessment

Go through each section of the resource and assess which career management competencies and which performance indicators the section addresses, at which phase. Record the performance indicator numbers beside the section on your list, which will look something like the example below.

<b>Resource:</b>	Seven Steps to Self Esteem
<b>Reviewer:</b>	Jo Smith
<b>Section:</b>	
Introduction:	1.2.2;
Chapter 1	1.4.2; 2.4.2
Chapter 2	1.2.3; 1.3.4.
Chapter 3	Etc
<b>Summary</b>	Seven Steps to Self Esteem is a particularly useful resource for facilitators wishing to assist learners to improve their self esteem. It contains exercises that will assist learners working at phases 2, 3 and 4, of Competency 1 to apply, to reflect upon, and to actualise strategies to strengthen their self esteem.
<b>Recommendation</b>	I recommend that a copy be purchased for the use of all staff providing career development activities for students in Years 10 – 12.

## Step Four Summarise your Findings

Review your list and see which career management competencies the resource primarily targets, and at which phases.

# Determine the Career Management Competencies that are Covered in Your Resource Collection

This activity will be useful if you want to know what client needs you are addressing well, and what client needs are not being addressed by your current set of resources.

## Step One Find the Appropriate Checklist

Copy the table in Appendix F entitled *Resources Review Table*. Ensure that each reviewer has sufficient copies to accommodate the number of resources under review.

## Step Two Assess your Resources

If you have many resources to review, do a surface scan of each resource and use the *Resources Review Table* to record the career management competencies each resource addresses, indicating the phase in the appropriate box. If you have only a few resources to review, go through the process outlined in the previous section for each resource, then use the table to summarise your findings.

## Step Three Review your Findings

Put your completed tables together, and add up how many resources you have that address each career management competency at each of the four phases. Use the *Resources Review Summary Table* in Appendix F to record your findings.

## Step Four Refine your Requirements

Decide which of the following phases your resource collection does not need to address. Remember, consideration should primarily be given to the needs of your clients, not just their age:

- Phase IV: Your resource collection is targeted to adults
- Phase III: Your resource collection is targeted to students in their senior/post-compulsory years
- Phase II: Your resource collection is targeted to high school students in the middle years.
- Phase I: Your resource collection is targeted to K-primary students

## Step Five Summarise your requirements

Cross out any columns with phases your resource collection does not need to address. Go through the remaining columns and, using a highlighter or different coloured pen mark all the zeros and the lower numbers in the table. Decide whether or not the career management competency/phase combinations that are missing or hardly represented should be addressed by your resource collection.

Making this decision may require a needs analysis with your stakeholders.

If so, follow the steps for undertaking a needs analysis outlined earlier in this chapter.



## A GLOSSARY OF TERMS

## A GLOSSARY OF TERMS

### Assessment

Assessment involves the administration and interpretation of a variety of assessment methods and techniques which enable individuals to demonstrate their skills, abilities, attitudes, interests, achievements and prior learning experiences.

Career experts suggest that because patterns and relationships between work and other areas of life are constructed in an ongoing way, assessment measures “can no longer be used as predictors of development or direction, rather they are used to feed information into the system for processing by the individual” (Patton and McMahon, 1997, p.170) .

### Career

The definition of career has changed. Career no longer refers to particular pathways through work or to an occupational title. Career is the sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime. More broadly, ‘career’ includes life roles, leisure activities, learning and work.

Some people have the unfortunate view that ‘career’ refers only to prestigious pathways through work; they do not see that each of us has a career, that each of us develops, and that work, learning and life are inextricably intertwined. The *Blueprint* assumes the following:

- life, learning and work, though sometimes distinct, are not separate
- life, learning and work are best designed in harmony, and
- life, learning and work can be designed (recognising that not all designs come to fruition) and re-designed.

The terms ‘career’ and ‘life, learning and work’ and ‘life and work’ are all used in the *Blueprint*, depending on context. While life, learning and work are the elements that comprise one’s career, like most synonyms, they cannot always be used interchangeably without losing subtle shades of meaning.

### Career Counselling

“Career counselling is an intensive activity and is most often conducted in one-to-one or small group settings. It is concerned with assisting individuals to identify, own and manage their personal career concerns” (Patton and McMahon, 2001, p. 2). Career Counselling focuses on the interaction between an individual or a small group and a professional career counsellor. It helps individuals to explore personal issues related to life and work decisions; it facilitates the integration and application of information and skills in developing individual life, learning and work plans; and assists in the management of transitions.

### Career Development

Career development is the process of managing life, learning and work over the lifespan. Researchers suggest that “career development involves one’s whole life, not just occupation.... It concerns the individual in the ever-changing contexts of his and her life...self and circumstances – evolving, changing, unfolding in mutual interaction” (Wolf and Kolb, cited in McMahon, Patton and Tatham, 2003, p. 4).

### Career Development Practitioner

A career development practitioner is an overarching term for any direct service provider who plays a part in facilitating learning that fosters career development.

## **Career Development Services**

Career development services refer to a wide range of programs and services provided in many different jurisdictions and delivery settings. Their object is to assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning, and work in self-directed ways (Canadian Career Development Foundation, 2002).

## **Career Education**

Career education is one part of a comprehensive career development strategy. The Career Education Taskforce of MCEETYA defined career education as the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life.

## **Career Guidance**

Career guidance is an inclusive term that has been used to describe a range of interventions including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic life, learning and work options that are open to them.

## **Career Information**

Career information refers to information (print, electronic, personal contacts and other resources) that assists the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work.

## **Career Information Services**

Career information services encompass a variety of resources that provide current, unbiased information about work roles, educational programs and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers and more.

## **Career Management Competencies**

The eleven career management competencies identified in the *Blueprint* represent the broad learning goals of career development that have been identified and endorsed by career practitioners and their professional associations in the USA and modified for use in Canada. They denote the knowledge, skills and attitudes that are required to successfully manage life, learning and work from cradle to grave.

Although the career management competencies are listed sequentially in the *Blueprint*, learning and experience do not proceed in such a linear manner. Career development is an ongoing, lifetime process of interaction between the individual and the environment that surrounds them. These interactions will shape people's learning requirements and their levels of mastery of the career competencies in different ways and at different times in their lives.

## **Community-based Learning**

Community-based learning involves learning from individuals other than teachers, connecting meaningful community activity with classroom experience, and addressing specific problems, issues or practices. Community based learning is increasingly becoming an approach integral to achieving the outcomes for vocational learning, as it is for achieving learning outcomes in key learning areas. Examples of these approaches involve students being required to engage in active learning in community settings and young people undertaking projects in the community to solve problems that are relevant to themselves, their community and their school (DECS, 2003)

## **Employability Skills**

Employability skills are those “skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions” (ACCI and BCA, 2001). Employability skills are generic skills and attributes that can be transferred from one situation to another.

## **Enterprise Education**

Enterprise education as defined by MCEETYA is “learning directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves.”

## **Job**

A job is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation. It may be part time or full time and exist for a short or long duration.

## **Labour Market Information**

Labour Market Information is information related to conditions in, or the operation of, the labour market, including wages, job openings, working conditions, and current and future skill, occupation and industry requirements. It is an increasingly important element of career information.

## **Local Standards**

Local standards specify what individuals are required to do, under what conditions, and to what standard in order to demonstrate their competence against defined performance indicators. A particular strength of the *Blueprint* is the flexibility it offers, by allowing users working within various jurisdictions and in distinctive local labour market settings to develop their own local standards.

## **Occupation**

Occupation is defined as a group of similar jobs found in different industries or organisations.

## **Performance Indicators**

Performance indicators, as identified in the *Blueprint*, represent specific learning objectives and describe the knowledge, skills and attitudes that suggest ‘mastery’ of the career management competencies at each of the four developmental levels. They form the basis for planning specific career learning activities and for establishing local standards.

## **Positive Self concept**

A perception of self that is realistic, and that facilitates the achievement of personal goals and aspirations.

## **Transition Advisers**

Transition advisers organise resources and offer assistance so that individuals can make successful transitions through school to work or further education and training.

## **Vocational Education and Training (VET)**

VET refers to appropriately accredited and industry-specific training programs that deliver competencies endorsed within the National Training Framework and certification of industry accredited training aligned to the Australian Qualifications Framework (AQF).



**Vocational Learning**

MCEETYA defines vocational learning as general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work based learning.

**Work**

Work is a set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction. It is not necessarily tied to paid employment. It can also encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.

**Work-based Learning**

Work based learning encompasses formal and informal programs involving workplace learning or simulated activities that provide learners with the opportunity to:

- acquire an understanding of the changing nature of work and workplaces
- acquire an understanding of the changing patterns of employment in industries in which there is likely to be a significant labour growth
- undertake self managed employment and enterprise initiatives
- acquire and demonstrate general employability skills
- undertake structured and targeted learning experiences to understand the nature of employment and workplaces in a variety of industries/businesses.

■



## REFERENCES

# References

- Bloom, B.S. and coll. (1966). Taxonomy of Educational Objective. Handbook I: Cognitive Domain. New York: David McKay Company Inc.
- Canadian Career Development Foundation (CCDF). 2002. Career Development. A Primer and Glossary. Ontario: Author.
- Department of Education and Children's Services (DECS). (2003) online:  
[http://www.decs.sa.gov.au/decs\\_home.asp](http://www.decs.sa.gov.au/decs_home.asp)
- Eckersley, R. (2001) Culture, health and well-being, in: Eckersley, R., Dixon, J. & Douglas, B. (Eds.) The Social Origins of Health and Well-being, pp. 51-70 (Cambridge, Cambridge University Press).
- Gagné, R.M. and Briggs, L.J. (1979). Principles of Instructional Design. New York: Holt, Rinehart and Winston.
- Haché, L. (2002). Resources Coding Guide. Canada: OPTIMUM Human Resources Inc.
- Handy, C. (1995). The Empty Raincoat. Making Sense of the Future. UK: Great Britain Arrow.
- Krathwohl, D.R and coll (1967). Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay Company Inc.
- McMahon, M., Patton, W., & Tatham, P. (2003). Managing Life, Learning and Work in the 21st Century. Perth: Miles Morgan Australia Pty Ltd.
- McMahon, M. and Tatham, P. 2008, Career, More Than Just a Job [Online] Available at:  
[www.dest.gov.au/sectors/career\\_development/publications\\_resources/profiles/career\\_more\\_than\\_just\\_a\\_job.htm](http://www.dest.gov.au/sectors/career_development/publications_resources/profiles/career_more_than_just_a_job.htm)
- Office of Economic Cooperation and Development (OECD). (2002). OECD Review of Career Guidance Policies. Australia. Country Note. Paris: Author.
- Patton, W., & McMahon, M. (2001). Career Development practice: A refocus and renewal. pp. 1-9 In Patton, W., & McMahon, Eds. Career Development Programs. Preparation for Lifelong Career Decision Making. Melbourne: Australian Council for Educational Research Ltd.
- Patton, W., & McMahon, M. (1999). Career Development Systems Theory. A New Relationship. Pacific Grove: Brooks/Cole Publishing Company.
- Redekopp, D. E., & others. (1995). The 'high five' of career development. Eric Digest online:  
[http://www.ed.gov.databases/ERIC\\_Digests/ed404580.html](http://www.ed.gov.databases/ERIC_Digests/ed404580.html).
- Redekopp, D.E. (1996). LearnScape Guidebook. Ottawa, ON: Human Resources Development Canada.
- Redekopp, D.E. (1999). CONDUCT Workbook: Professional Development Guide for Career Development Professionals. Edmonton, AB: Life-Role Development Group.

